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Patriotism in the Universities.

A SUGGESTION.

BY

SIR WILLIAM RAMSAY, K.C.B., F.R.S.

In the olden times, when the divine right of kings was still undisputed, and he who laid hands on the "Lord's Anointed" was held accursed, it was the custom, in Scotland at least, to appoint an official of the Court, whose humble duty was to receive the chastisement deserved by the youthful king. James the Sixth of Scotland and First of England had his "whipping-boy." In this later age, the quaint practice suggests injustice, and were it seriously proposed now-a-days, the Society for Prevention of Cruelty to Children would doubtless interfere. Nothing, however, is so remarkable as the inconsistence of human beings; and it may be said to each of us, in the words of Nathan to David, "Thou art the man."

As a nation, we do not undertake the duty of preparing for our defence against attack; we pay others to take our whippings, when they come; and they sometimes come deservedly. It is true that we pay our whipping-boys, and none too well; it is true that they serve us of their

own free will, and that they "go where glory waits them"; but whatever credit attaches to the bargain is theirs, not ours; and, to put the matter plainly, we hire them, in order to save our skins. It is not so in France or Germany; it is not so in any of the European countries; it used not to be so in England in the old days; and, as a nation, we have lost the will, our consciences have become seared. Some years ago, I talked with an old sailor in Brittany on the hardship of compulsory service, and he fired up: "Monsieur, on pretende que c'est compulsatoire; au contraire, c'est volontaire." He was proud to have had the chance of serving his country.

It is probable that if we are prepared, and if it is known that we are prepared, for the worst (and what can be worse than war?) active service will never be required of us; none are so anxious to avoid war as those who have witnessed its horrors. What was the reason of the Russo-Japanese war? It was first, that Russia, which is not a free country, but is governed by bureaucrats, who themselves underwent no personal risk; and second, that the government vastly underrated the power of Japan, and imagined that an easy conquest would be theirs. Had the Boers not believed that we were incapable of sending a sufficient army across the seas, and had they reckoned with the fact that we could reinforce our army by volunteers, the Boer war would never have taken place. What has prevented hostilities between France and Germany? Whilst giving all credit for better motives, one determining factor has been that neither

nation knows which would win should war break out. We all believe that to establish peace on earth and goodwill towards men is one of the highest, if not the highest, of aspirations possible; but a potent factor in satisfying that aspiration is the "strong man armed," provided the "strong man" is never aggressive; and, in a self-governing country like ours, there is now no disposition towards aggression.

It is hopeless to expect compulsory military service in Britain; indeed, it is not a bull to say that if it were compulsory it would be voluntary, for it could not be enforced without an appeal to the country: and if it were resolved on, it would be the free-will act of the voters. It is unlikely, however, that any measure of such importance would be carried, except by an overwhelming majority, and it is still more unlikely that such a majority would ever be obtained. It is not too much to say that only under the stress of a great war, where our personal safety was endangered, would such a step be taken.

Recognising, then, that it is the duty of every able-bodied man to be prepared to defend his country, let us ask how can university men contribute to this end? By becoming volunteers, it may be answered. True; but could not some arrangement be made whereby service would be made compatible with academic work? In Germany, those who have passed the "Abiturienten-examen" of the high schools (gymnasia or oberrealschulen), which is equivalent to matriculation at our universities, are allowed not only to limit their time of service to one year, but it is made easy for them to serve during one of

their years of study. Their hours of compulsory drill are made to fit their hours of study.

Service cannot be made compulsory in Britain. But we are bound by custom, which is to all intents and purposes compulsory, in most of our actions. It may be said that we conform to custom with the full assent of our wills. Games are played because they are liked; but it is the habit here to play cricket and not base-ball, chiefly because the former is the habit and the other not. Could we not form the habit of devoting one of our university years to shooting and drill? Is it not fitting that the brains of the nation should set the example to the rest? Would it not be possible to create the feeling that not to have learned to defend one's country is "bad form?" That to have taken a degree without having done one's duty is unworthy of our manhood. No one doubts that if, unfortunately, we were to be threatened with invasion, every university man would willingly bear arms; would it not be a reasonable course of action and a far-sighted policy to guard against the possibility of invasion by preparing in time to be able to resist, if it should be necessary?

There is every reason to believe that if a movement in this direction were started in the universities, the present Minister of War would meet it more than half way. He is a man in sympathy with universities; he knows better than almost any other man in the country what is feasible and what is not; he would be the first to recognise the stimulus which it would give to efficiency in the army, and the example it would show to the nation as a whole. Moreover, it would undoubtedly tend to economy in military expenditure. Many retired officers would only

be too delighted to superintend the training of such young soldiers; indeed, I do not see why there should not be a university degree for those who intend to pursue further the military calling; and the course of study could easily be made to comprise a good general education, as well as special military subjects.

Efforts are being made to awaken a military spirit in our schools, and with some success; but the schools follow the lead of the universities, and the goal would be more quickly attained were they to set an example. I have the highest authority for stating that the amount of training that a young man ought to undergo would depend in a great measure on what he had previously been taught at school; but if he could shoot fairly well, and knew something of discipline and drill, a very few months would enable him to take his place in the ranks. In the case of a man who aspired to be an officer, it would be essential for him to be attached during a whole summer to a regular regiment.

It is in no spirit of militarism that I make these suggestions; but I hold the firm conviction that the way to avoid war is to be well prepared; and I also hold that it is the duty of every young man of education to bear his share in insuring his country against future misfortune.

WILLIAM RAMSAY.

SPECIAL NOTICE.—It is proposed to open a discussion in the pages of this "Review" on the important question brought forward by Sir William Ramsay in the foregoing article. The Editor will be glad to receive expressions of opinion from all who are interested in the subject. Contributions for publication in the May number of "The University Review" should be forwarded to the Editor not later than April 28th.

Classical Education: Its Position and Prospects.

BY

REV. HENRY BROWNE, M.A., F.R.U.I.,

Professor of Greek, University College, Dublin.

A close and impartial observer of the last general meeting of the Classical Association could hardly have escaped the conclusion that classics are not doomed beyond all hope. So long as their defence was entrusted to good old conservatives who can assure us that what was good enough for our fathers is good enough for ourselves, the attacking party had only to wait. It might be a longer or shorter time, but some day modern ideas would prevail, and people would act on the steadily-growing belief that, as in other things, so in education, progress is always certain and reform is sometimes needed.

And I fear we can hardly deny that in the past, classical education has depended largely on class interests, and has been not quite unjustly identified with a spirit of narrow, and even exclusive conservatism. It has certainly been the case that those who worked hardest for the spread of liberal education, and have been most eager for the opening of the great centres of learning to the democracy, have also been most urgent in demanding that we should cease to consider classics as the "one thing needful." Thus, lately, at both the older universities, a very determined effort has been made by the advanced party to get the rule relaxed which practically closed their portals to those who had not previously

acquired some knowledge of the Greek and Latin tongues. And whether it be true or not, the impression prevails that the opposition to the proposed change comes chiefly from a class which is naturally timid and instinctively dislikes all radical changes, especially in education. Again, as it was humorously said at Birmingham University,[1] the distinction between the ancient learning and the modern is pressed "as though the modern side prepares boys and girls for modern life, and the classical side for ancient life."

It is the object of this paper to show the falsity of such an impression, and at the same time to draw attention to certain facts, especially concerned with the character of the new organisation, which tend to show that in spite of many appearances to the contrary, there are powerful currents setting in towards the rehabilitation of classical education in public opinion.

First of all, what do we mean by the "modernity" of history, science, and modern languages? Not merely that they depend on contemporary research for their very existence, but that quite apart from their educational value they meet us at every moment of our lives. It is little short of a libel to assume, as is often done, that the votaries of the so-called modern education are attracted merely by the industrial or commercial aspects of the subjects in question. These are not excluded of course, but they are not the only objects kept in view. Let us make no mistake. Education people now feel to be a department of modern life, and not to be viewed as a separate thing. So far, I, for one, am in agreement with the "moderns."

But when we find, what is startlingly novel, namely, that a defence of classics is being organised by thoroughly sincere reformers—men and women who are second to none in their keen desire to bring education into line with

[1] By the Headmaster of King Edward's High School on the occasion of founding a branch of the Classical Association for the Midlands.

modern life and progress, who are defending classics not because they were useful in the past but because they will be necessary in the future, and who are straining every nerve to apply them to the needs of the new democracy which is springing up and whose education is being rapidly fashioned, it surely becomes a fair subject of enquiry whether such pretensions and such efforts contain any of the elements of success?

We shall be struck at the outset by the fact that the pioneers of this movement, while not unconnected with the older universities, are yet for the most part representatives of our newest and most progressive academical bodies. For instance, of the two hon. secretaries who founded the Classical Association and have been most active in securing for it already a somewhat commanding position, Dr. Postgate, a Cambridge man, has been for many long years a professor at University College, London, and is a senator of the new teaching university of that city; the other, Professor Sonnenschein, an Oxonian, holds the classical chair, and is a member of the governing body, of Birmingham University. The hon. treasurer, Mr. Kenyon, also of Oxford, is on the British Museum staff, and thus represents a not altogether unprogressive institution which possesses many of the higher characteristics of a modern university. Again, Mr. Butcher, to whom the Classical Association owes more than can be expressed here (and who indeed presided at the meeting already referred to), was for many years identified with a Scotch, and therefore a thoroughly democratic, university. And if we look through the names of the last Council, including as it did Professor Conway, of Manchester, Professor Burrows, of Cardiff, Miss J. E. Harrison, of Newnham, and Professor E. A. Gardner, of University College, we see plenty of evidence that the policy of a body so governed can have nothing reactionary about it.

And to judge from the discussions and resolutions of

the recent conference the main body of the Association does not belie the constitution of its Council. A very representative *Curricula* Committee had been at work for twelve months, and though it had not as yet been able to prepare more than an interim report for the general meeting, its proposals which portend radical changes in the teaching of classics were almost unanimously accepted with something very like enthusiasm. We were informed that the committee has had under consideration such questions as the age at which Greek should be begun in schools, and the best method of teaching Latin, especially in the elementary stage. But the resolutions actually proposed and (in substance) carried were two only—one to the effect that "in the lower and middle forms of boys' public schools, Greek should be taught only with a view to the intelligent reading of Greek authors," *i.e.*, not with a view to grammatical knowledge and the power of writing compositions. The other was something of a corollary, namely, "that the Universities of Oxford and Cambridge should be requested to abolish the separate Greek grammar paper in the examinations of freshmen, and substitute for it an easy paper of unprepared translation." It was also intimated at the meeting that this resolution will in all probability take effect in these Universities.

It would take too long to describe the discussion upon these resolutions, which made it abundantly clear that they are even more significant than they appear on the surface, and that in fact they express a spirit of radical reform which, if allowed full scope, will transfigure not merely the teaching of Greek, but that of Latin also. Although the programme of the committee aims explicitly at "lightening the present school curriculum in Latin and Greek," we should misinterpret this proposal to simplify classical teaching if we suppose it to be confined to a throwing over so much to the wolves in order to save what will remain. The importance of the change contemplated lies not in its negative so much as in its

positive effect upon classical education. Greek and Latin are to be taught better, more fully, more vitally. In other words, their teaching is to be brought into line with the "modern" side—it is to be made fresh, interesting, as the French say, "palpitating with actuality."

Let us consider for a moment that this is merely to apply to one branch of education a principle which is in its general application somewhat modern. It is not so long ago that a very different conception of education prevailed, at least in England. Why, in the time of those of us who are not very old, much more Spartan ideas were in vogue. Not merely in the elementary system (where one great object seems to have been to make the children as miserable as possible), but even in the public schools the mental training like the physical was intended to be hard.

There may have been something in it—anyhow, we seek to reach our end differently: we stimulate rather than merely repress, we aim at cultivating what is good rather than at violently tearing up what is pronounced bad. From this point of view long grammar lessons, "pieces" for translation, "by heart" passages, "lines," and all the rest wear a different aspect. We all got our fair share of "impositions," and I remember a friend of mine, once at least, being ordered to write out one thousand lines of the *Æneid*, for no greater fault than high animal spirits. This must have kept the mischief out of him pretty well for the time, though events showed that the exorcisim was only apparent. Seriously, however, it is a question whether a good deal of the prejudice which undoubtedly exists in many minds against classical education is not owing to a sub-conscious feeling that it is a survival from a semi-barbarous period?

Hence, I hope I shall not appear to state a mere truism if I try to show that the old and time-honoured sources of culture are not in themselves antiquated. Classical teaching is quite capable of being "modernised"

in the truest sense; that is to say, when it is brought into line with the best and most approved methods, it is thoroughly adapted to modern ideas. It is called humanistic, and surely the modern mind agrees with Terence, *Humani nihil a me alienum puto!*

I shall discuss the question chiefly from the point of view of Greek culture, partly because I feel competent only so to discuss it, but also because the Greek question is the one which has been kept uppermost in recent controversy, as it is also in the two resolutions of the Classical Association. It also seems to me fortunate that the enemies of classical education attack us just in the point where our position is strong.

On one point there can be no controversy, I mean the fact that our knowledge of the classics is quite a modern thing. In no branch of physical science, not in chemistry, geology, or even electricity, has there been more marked progress or more refreshing and epoch-making discoveries than in most departments of the ancient learning. To speak merely of what is within our own memory, the recovery of a history of the Athenian state and of whole authors of high rank—Bacchylides and Herondas—the excavations of Schliemann, Dörpfeld, Evans and Boni, the light thrown by Egyptian and Oriential researches upon the pre-historic civilization of Greece and Rome, new developments of comparative philology and anthropology, new light thrown on the contact between the beginnings of Christianity and Pagan civilization, to say nothing of questions about comparative religion or biblical criticism—surely these are matters to which few moderns will profess indifference!

Yet well-meaning defenders of classical education are prone to lay stress upon the allusions in our literature to the classical mythology, as though all this could not be easily learned in any dictionary or hand-book of myths. I take it that the influence of Greek and Roman things upon ourselves goes far deeper. It goes to the very

roots of us. Is not the very fibre and sap of our system derived from Rome, and, much more, from Greece? It is not merely our literature; and even when we refer to that, we do not mean its outward mechanism. It is not the myth in poetry that counts, but the body and the soul, that is the form of beauty and the breath of life. Our literature was cradled in classicism and has been more than once reinforced there—at the Renaissance, and again in the modern Romantic movement. As art students must necessarily have recourse to Greek models, so it has been with the poets and orators not of England merely but of all Europe.

As to our own I need hardly particularise; there were Byron and Shelley, the two Brownings, Arnold, Swinburne, and many a modern who drank far more deeply of the true Hellenic inspiration than their more stately and pedantic forerunners whom we term classical poets.

And for ourselves who shall pretend to fathom the influence of Homer alone upon our generation? Dare a man not taught of Homer (I don't refer to translations) pass for a critic among those who are? It is something to have read the *Œdipus* and the *Antigone*, but to read Aristophanes is more. With all his drawbacks, especially for the young reader, he is a mighty educator, and brings you so straight into life that you seem to forget that it is literature. Hardly will anyone appeal from the *Poetics* of Aristotle to any more supreme criticism; or refer to any higher standard of oratory than the *De Corona* and the *Philippics*. To speak of another triumph of Hellenic genius, where shall we find even among all our own Christian writers a more moving plea for the immortality of the human soul than we read in the *Phædo;* or, if we prefer St. Augustine in his *Confessions*, we must not forget that he in his turn was among the most assiduous of Platonists. I could refer to much else in Philosophy, to the *Ethics*, the *Politics*, the *Organon*, of Aristotle, but

this sort of thing is too trite. I will merely add that, not in art and literature only, but in what we moderns count the pressing problems of to-day—those of imperialism, of democracy, even of education—many a useful and illuminating object-lesson is supplied by the Athens of Pericles and of Plato. Always and necessarily at every turn we meet allusions to Greek ideas and Greek institutions, and I repeat that to state that what concerns us to-day in the study of the Greeks is their mythology (which was simply the least important thing about them), is to miss the point of the whole argument.

If then we regard Greek intellectuality in its relation to human life in general, there are reasons enough for thinking it a powerful engine of mind-formation; but there is something further to insist on, that is our own special relation to the Greeks. Science co-relates facts and therefore investigates causes; all education, whether scientific or literary, necessarily deals with causation. An *educated* musician not merely plays a sonata; he understands its form and knows in whose hands that form first arose. Education on a larger scale, education for modern life, follows the same principle. A man cannot grasp all the complex elements which our life embraces, but if he is to pass for educated he must at least understand some of them. I do not advocate any rigid uniformity, and much less a smattering of all, even the most heterogeneous, subjects. But I maintain that at every point of human interest, be it politics, art, literature, history, philosophy, or even theology (which is perhaps not really so alien to the modern mind as is often assumed), if we trace the matter we come to a Greek root. Nor can any culture be more truly helpful than the one which besides being admittedly of sovereign excellence is also lying at the foundation of our own intellectual and moral being?

Such a view of education claiming to be in the highest sense scientific, and adapted, to the needs, not of pedants and bookworms, but of modern men and women, must

clearly for its realization depend upon educators whose minds and hearts are thoroughly impregnated with all that is good and truly progressive in the modern world, and upon an honest use of the latest information and the best appliances for communicating it. And if we ask ourselves whether the classical teaching of to-day is really abreast of all the best tendencies of modern education in its various branches, we cannot deny that although much has been already effected in the way of reform, much also remains to be done. It is precisely here that the claims of the Classical Association demand attention; for it offers to help us in detecting our weak points and to give us suggestions for remedying them. If it carries out its mission it will enforce new ideals as well as new methods of teaching. So far it has not done badly.

We must pass on to a very crucial question. The controversy about classics which has been carried on of late (not always, I regret to add, in a spirit of moderation) has almost exclusively regarded the older universities and the work to be done in the greater public school. With that controversy I have nothing to do, for this reason among others, that I do not believe the future of classics to depend mainly upon the aristocratic seats of learning. Here I am at issue with the able and well-informed writer in the *Westminster Gazette*, who in a series of articles called the "University and the Nation," with the signature "Lambda," calls for the modernising of Oxford and Cambridge with a view to an extension of their usefulness among the masses. With many of his contentions I have no fault to find, nor do they directly concern the subject of this paper. But one of his arguments, namely, that touching the newer universities, I demur to. Because of their essentially industrial and scientific character, because that is, in their inception they have not displayed a strong literary bias, "Lambda" takes it for granted that we must not expect them in the near future to do much for humanistic studies. On the

contrary, my view is that if the study of Latin and even Greek does not gradually grow and thrive in these provincial universities and university colleges, and in the secondary schools which prepare for them, it will matter very little to the nation at large in the next generation whether Oxford and Cambridge do or do not modify their backward and exclusive attitude. On the other hand, if the newer and more democratic universities become what they ought to become, the homes of a large and liberal culture, well leavened with the best traditions of English scholarship and literary taste, and by no means lacking in appreciation for the art and poetry of the Greeks, they will exert a strong and helpful influence on the mother universities. Without contesting their supremacy in the world of letters, the new centres of learning will both draw from Oxford and Cambridge their own inspiration, and will in turn help to bind to them the heart of the people at large.

That such a consummation is possible, and is drawing visibly nearer, is not a piece of imagination, but is well attested by facts at home and by analogies abroad. With regard to the spirit animating the Universities of London, Manchester, and Birmingham, their attitude towards the Classical Association as well as the influence they may derive from it has been already brought forward as a reason for maintaining the optimistic view. At Manchester was founded the first local branch of the Society, and that it is in a flourishing state may be inferred from the printed lists of its members. Long years before this, while still the Owens College, the University had distinguished itself by its zeal for Egyptian research, and outside the British Museum and perhaps the Ashmolean Museum, Oxford, I do not know what collection of Egyptian things in the country is superior to Manchester's.

The younger University of Liverpool has gone further, and, in addition to its three classical chairs, has established an institute of archæology which is intended,

by means of specialist teaching, to be of direct use and relation to classics as well as other subjects of study. At Birmingham, things are still backward, notwithstanding the fact that the city has long possessed a classical high school second to none, one which during the past century produced a roll of great scholars (including Kennedy, Linwood, Lightfoot, Westcott and Evans) of which any school in the Kingdom might be proud. The reason of this discrepancy between School and University is not far to seek. There has been such a close connection between King Edward's School and the older universities, maintained in part by the foundation exhibitions which are tenable there, that the excellent material, never better trained than at present, is keeping true to its old traditions of being transplanted, especially to Cambridge, for its higher studies. No one would wish to see this arrangement ended in the interests of the new university; what is desirable is that in addition to the classical alumni sent away, some of them should also graduate at home. Such a natural connection is sure to come, it will be fostered by the foundation of classical scholarships for Birmingham boys at Birmingham University. On making enquiries for the purpose of this paper I was glad to hear that a foundation of this kind has just been made by two brothers in memory of their late father. The authorities meanwhile are by no means blind to their requirements, and, if we may believe the eminent scientist, Sir Oliver Lodge, the Principal of the University, they are doing their best to create a classical atmosphere within their walls, since they are anxiously endeavouring to found a new classical chair in addition to the one so happily filled by Professor Sonnenschein. Considering indeed what the latter has done for the cause by his action in founding the Classical Association, it would be strange to expect that his influence at Birmingham will be less potent than elsewhere.

In my enquiries I met with several small indications

of a current towards classics in the provinces. For instance, at Liverpool I was told that among other signs of hope for Greek studies was the fact that at the Liverpool Institute, where the subject had been dropped as useless, it has recently been resumed. At present, the efforts of these universities have been directed rather to the diffusion of Latin than of Greek. But that a classical revival all round is already commencing was made clear by the all but unanimous testimony of persons well fitted to judge. In fact, there is a widely prevailing belief that the swing of the pendulum towards technical science has pretty nigh exhausted itself. We must always bear in mind when considering the depression of literary education that our awakening to the need of higher teaching for the people, happened unfortunately to synchronize with a totally distinct current of popular thought, namely, that due to the scare about our industrial supremacy. The success of German and American manufacturers which caused national alarm was supposed, perhaps rightly, to be due to their superiority, and to our fatal backwardness, in technical education.

If, however, it is allowable to look for foreign analogies to help us to read our own horoscope, the outlook for classics is not too bad. In the British Encyclopædia,[1] 1902, we read, "The most extraordinary characteristic of secondary education in recent years (in the United States) is the rapid increase of the number of students taking Latin as a school subject. In nine years the number of such students has increased from 33·62 % to 49·44 % of the total number, this increase is fully twice as great as the rate of increase in secondary school students."

This is only an indirect indication as to the study of Greek, and, as a matter of fact, the immediate prospects of that study are not quite so cheering. But so long ago as 1898 Professor Seymour of Yale University wrote to the *Classical Review*[2]:—

1 Article on *Education*. 2 See vol. xii., p. 335.

"It is interesting to learn that a reaction in favour of classics has sprung up where it was least expected—in the Southern and Western States, and under the influence of the State Universities, which used to be thought the centres and hotbeds of the modern spirit of the times. In the extreme west, in California, three times as many persons are studying Greek as three years ago; in Wisconsin about four times as many are studying Greek as five years ago; while in Mississippi, though four years ago only two schools taught Greek, now Greek has been introduced into thirty-five schools. A similar report of encouragement comes from the extreme south, from Texas. The schools of Chicago are introducing Latin to a degree unknown before, and, according to the superintendent of these schools, with the best results. Thus many schools. which have had but a four years' course hitherto, now have a five or six years' course. The new interest in classical studies in central, western, and southern parts of the United States may be expected to exert a strong influence on the institutions of the East."

The above prophecy appears now to be near fulfilment. The movement in the West has gone on increasing for the past eight years, till we now find Chicago taking the lead in the formation of a strong Classical Association, which is to have a journal of its own, and will thus make its voice heard not merely in the east of America, but, as we hope, on this side of the Atlantic also. It will be something if we can get the idea exploded that literary retrogression is to be looked for hand in hand with national progress and modern improvements in education.

The situation in Germany seems to prove that on the continent of Europe, no more than in America, is decay in classical study a concomitant of advance in scientific technical education. The facts are set forth in a lucid and masterly way by Professor Ramsay, in his inaugural

address[1] to the Classical Association of Scotland. He says:[2] "Germany founds her great successes upon long and continuous prosecution of school studies; the subjects being selected, not with a view to immediate probable utility, *but to their value as instruments of mental discipline.* It is upon the soundness of her general education, not upon her specialised studies, that the mental supremacy of Germany is founded. This is in harmony with a royal decree of the Kaiser in the year 1900, in which he called emphatic attention to the importance of the educational motto, *Non multa sed multum;* and particularly in the teaching of Greek he calls upon professors to pay special consideration to the broader ideas involved in the relations of ancient and modern culture."

All this may come as a revelation to those advocates of mere technical study, in the narrow sense of the word, who suppose that because the Germans are ahead in the teaching of physics, chemistry, and modern languages, therefore they are inclined to obscure or underrate the advantages of literary education.

In Ireland we have our own problems; we have also our traditions. In no country in the world is the industrial question more pressing, and we are in the midst of a very spirited effort, in which the Government plays a large part, to provide a complete national system of technoogical training. Much literary activity moreover has lbeen, and is being, spent in the Gaelic Revival, which, though by no means opposed to classical learning, necessarily draws away attention to what is for many reasons a more attractive study. Yet there are no small indications of a revival especially of Greek in secondary schools. I know personally two important day schools (Protestant) and two colleges (Catholic) where things had been getting deplorably bad, and efforts not wholly

1 *Efficiency in Education* (James MacLehose & Sons), 1903.

2 The italics are ours.

unsuccessful have been made to improve, or even to recommence the study of Greek. This process will take some time; it will be assisted, as far as they know how, by the Intermediate Commissioners. Moreover, religion counts for much here; and all the churches will agree in supporting a Classical Revival, especially if it is seen, as people are beginning to see, that other departments of education will not be the losers by our gain.

In the field of university extension work, the Classical Association and all who are interested in its objects can do good work. Hardly anything more practical could be devised than a campaign of good lectures on Greek subjects especially, which will spread the knowledge of Hellenism through the community far beyond the study and the lecture hall. The judicious use of the lantern, of photographs, tourist travel, even translations of Greek authors may popularise the subject, and tend to break down the prejudice, founded on ignorance, which often debars parents from desiring for their children a classical school course. I say this knowing full well how distasteful the advice will be to many scholars, who will probably think me an adherent of the brainless heresy that literature can be translated from its own into a foreign tongue, and that a sham smattering of knowledge is almost good enough for a busy age.

Far from this, I merely take the view of the diamond merchants who, I am informed, do not in the least object to the trade in paste—for they find that many people begin as wearers of the cheap imitations and by degrees acquire a taste for the genuine stones. In like manner I am convinced that in a democratic community which is rising to a higher standard of culture, a wide diffusion of second-hand knowledge will tend to increase the demand in the secondary schools and even in the university colleges for deeper drafts of learning.

Hence, I take it that no more salutary sign of the advent of better days could be desired than the

announcement, recently made in the report of the Hellenic Society, that the demand for its incomparable collection of Greek slides had more than doubled during the preceding twelve months. Perhaps this remarkable increase may be partly due to the new interest aroused by the Classical Association; it must be also in a measure explained by the enthusiasm and courtesy of the hardworking Secretary of the Hellenic Society, who being also Secretary in England of the British Schools at Athens and Rome, is able to keep the members of the Society in touch with the latest discoveries of archæology. Recent years have been favourable to this kind of extension work. It is not always that the public imagination is stirred as it was by the excavations at Knossus which put back for perhaps two thousand years our knowledge of the first beginnings of European civilisation.

Such lectures on Greek art, history, literature, or philosophy, though primarily directed towards outsiders, may yet influence beneficially the regular students of a classical course who are sure to attend them. Lantern work, for instance, is either absent from the ordinary lecture hall or will be used in a very restricted sort of way, especially in universities. Students will be naturally attracted to the more elaborate efforts at the photographic presentation of classical topics, and besides getting new points of view themselves, when they see the interest which others manifest in their subject, they learn to appreciate it more fully. I am sure that many professors and teachers of classics who have tried this method of popularising Latin or Greek subjects could testify to the same sort of effects as I have myself noted.

HENRY BROWNE.

Science and the Public.[1]

BY

RONALD ROSS, F.R.S., D.Sc., C.B.,

Professor of Tropical Medicine, University of Liverpool.

THE attitude of the general public towards science—towards scientific research, teaching, and habits of thought—is a subject deserving of much more study than has been given to it. Science is almost exclusively the work of individuals; and we must not assume without evidence that its progress in the thoughts of mankind has been so great as its progress in the investigation of nature. My own attention has been very closely drawn to the matter in consequence of the extraordinary failure of recent efforts towards inducing the public to take adequate action for the saving of human life by means of the knowledge lately acquired by science in connection with several tropical diseases, notably malaria. More than seven years ago the most exact observations and experiments showed that this widespread malady is conveyed from man to man by a group of gnats, and several obvious, practicable, and often quite easy, methods of prevention were suggested in consequence of the discovery. But when we came to urge these measures upon the publics and governments of our tropical colonies, we found ourselves confronted by a barrier as impassable as the Great Boyg which opposed Peer Gynt. The people—by which I mean the so-called educated white

1. Being the substance of a lecture delivered before the Royal Scottish Geographical Society at Edinburgh on the 22nd February, and at Glasgow on the 23rd February, 1906.

element—scoffed at the whole discovery, without troubling to ascertain the facts, and the governments, with the exceptions of a few, such as those of Lagos and the Federated Malay States, took no action which could for a moment be called adequate, although it was especially their duty to take such action.[1] And so it remains to the present day. Although the preventive measures, where they have been properly carried out, as at Ismailia, Havana, Klang, and elsewhere, have been most strikingly successful, still the laziness of officials, combined with unscientific and undisciplined methods of administration, have effectually prevented the general adoption of them. The magnitude of the offence may be gathered from the facts that something like half the people in the tropics suffer from the disease every year; that the total mortality directly or indirectly due to it is enormous; and that it is one of the practical impediments to economic progress in many of the most fertile countries.

Of course it will be said at once that this is only another example of the usual sluggishness of the public toward new ideas, and that time alone is required for the fruition of our hopes. Precisely; but what is the cause of this sluggishness? One would think that there would be no delay in giving effect to measures so promising for humanity; that action (especially with a nation which prides itself so much on its practical energy) would immediately follow discovery (as it did when the Americans ascertained the mode of propagation of yellow fever). Moreover, I see little reason to suppose that time will help us much or at all. More than a century has elapsed since Jenner showed us how to prevent small-pox; yet at the present moment his discovery is only partially utilised. There is no doubt that small-pox could have been long ago completely eradicated in these islands, and that many important diseases could have

1. These facts were more fully set forth in a paper by me in the first number of *The University Review*.

been at least much reduced, but for some similar fault in the intelligence of the people or perhaps in the structure of their government. And instances of the neglect of logical, necessary, and indeed obvious, reforms are by no means confined to the field of physical sanitation.

In attempting to localise the seat of the malady we must first remember that science—whether the science of nature, the science of art, or the science of mortality—is scarcely a normal efflorescence of the human mind. To make our own living or to add to our own contentment is our first, and in many cases our only care. "I say," cried John Ruskin when speaking on this subject, "we have despised science." "What," you exclaim, "are we not foremost in all discovery, and is not the whole world giddy by reason, or unreason, of our inventions?" Yes, but do you suppose that that is national work? That work is all done in spite of the nation; by private people's zeal and money. We are glad enough indeed to make our profit of science; we snap up everything in the way of a scientific bone that has meat on it, eagerly enough; but if the scientific man comes for a bone or a crust to *us*, that is another story. What have we publicly done for science?" He is right; it springs from private workers; and the world, though it benefits so enormously from it, contributes the sorriest trifle to foster it (as Ruskin continues to observe). Our national expenditure on true scientific work—research—is probably less in comparison to the national income than a shilling would be to a man with a thousand pounds a year. Except Jenner, I believe, scarcely one of the principal contributors to our modern structure of civilisation has ever received a doit for his pains—on the theory of empty stomach. Moreover, as history shows, science is a very exceptional and evanescent flower. Whole nations and whole ages may exist without it—witness the later history of India and of China, both of which have scarcely changed for a thousand years. Talking to me shortly

before his death, Professor Nocard added the instance of Spain. In such cases the people, using only the knowledge and implements left to them by their ancestors, fall into a kind of sleeping sickness for centuries, mumbling old religious and literary formulæ, and frequently falling a prey to their more active neighbours. But even those nations which continue to produce men who hold the torch can scarcely praise themselves for their fortune. For example, we ourselves think that we are very scientific, that we live in a scientific age, and so on; but I am not sure that each of us individually is really a whit more scientific than our ancestors. Certainly we know more of nature, and our horizon is much wider; but that is perhaps merely because we stand upon an immense pile of knowledge accumulated by others. We are not taller because we stand upon a mountain. It would be difficult to prove that our minds, apart from the knowledge which they have acquired, are better than those of the men who lived in the great ages of Greece, Rome, Italy and Elizabethan England. Perhaps it is just the other way. Scott once said that the people who watched the Elizabethan drama must have had intelligences keener than those of the public of to-day—and the drama affords an excellent criterion for the comparison, because, being performed in public, it must fit the public mind. It is said that the armour of the middle ages is too small for us of to-day, but the same can scarcely be said of the older stage plays. What a sorry thing is the modern London drama. A worthy Scotsman once told me that he was taken by London friends to a comic play. They asked him why he did not laugh. He replied it was because he had spent the morning at the Zoological Gardens. "Ah," they said, "you are a Scotsman; you have no humour." "No," he answered, "nor a tail either." Our modern plays are unlike nature in one thing, because in them it is only the expected which happens.

But it may be said we have advanced in some

respects; for example, we no longer burn witches. Well, what does one read in the columns of the newspapers. Some months ago a girl was thrown from a railway train, and an article in a London newspaper describe the efforts of a learned astrologer to detect the murderer. A similar communication appeared in most of the newspapers of the metropolis of civilisation. Needless to say, in spite of the assistance of those august amateur detectives, the stars, the criminal was never caught. But this is nothing. One can scarcely read a newspaper, or be at a dinner party, without seeing or hearing accounts of crystal gazing, fortune telling, hypnotism, thought reading, spiritualism, mediums, ghosts, previsions, and what not—a Walpurgis night, in which only Mephistopheles is absent, probably because he has too much common sense for the company.

But let us come to the kernel of the matter. Though we live in the midst of the benefits of science, which she has showered upon us during the last few centuries, is it the case that her spirit has descended upon us? The benefits of science have been given to us not by ourselves but by men of genius. It does not follow, because they possessed the spirit of science, that we possess it. For what is this spirit? It is that which should prompt us, when any proposition is put before us, to ask but one question, "Is this proposition true or untrue?" But there is another spirit which bids us first to pause before going further and ask, "If this proposition prove to be true or untrue, how will the result affect ourselves, our pride, our pockets, or our party?" That is not the spirit of Science but of Nescience.

We may think that most of us judge the propositions which are put before us on their merits alone, without reference to the question how the decision will affect ourselves. I have no authority to decide that point. I am but suggesting an explanation of certain irrationalities which may be observed in the public. For evidence in

favour of my view I would suggest a reference to any of the books on your shelves and an examination of the question as to how far the opinions of the authors are coloured by their desires. They wish to believe this or that, and therefore easily prove it. Do they come coldly to the issue, as a man of science makes a measurement? How often can we say of an author, "This man desires only one thing, the absolute truth?" How often do we find two armies of arguments marshalled fairly on both sides? As a rule, the army is all one side, the enemy consisting only of painted dummies meant to be knocked down at the first charge. For example, I have recently read a book by an author of popularity, Mr. W. H. Mallock, called "The Reconstruction of Belief." His subject is a great one, and I am not at all competent to discuss it; but I cannot help feeling that his principal line of argument is of the kind of which I complain. He frankly states that he wishes to prove a certain proposition—how does he attempt the proof? He first claims to show that a belief in the proposition is essential to human happiness, and then says *ergo* it must be true. "If," he says, "it turns out to be demonstrable that this belief does really fulfil certain far-reaching social functions, and that what we all look upon as the higher social activities would cease and die of atrophy if this belief were withdrawn, (then) the apologist at once has a basis of world-wide fact on which to found a presumption that this belief must be true." And so he proceeds through page after page. I have read several reviews of this book which applaud the author for the notable argument which he has discovered, namely, that a proposition is true because a belief in it is of advantage to us. But science does not work in this way. In the first place, the apologist, the advocate, the partisan are utterly unknown to her. She attempts to prove no proposition—and to disprove none. She attempts—and attempts strongly—to *solve*. That is another matter. She desires a conclusion, it is true;

because she desires to add to knowledge; but which way the judgement goes is to her a matter of absolutely no consequence. If the result of that judgement were to imply on the one hand the making of men into gods, and on the other the perdition of the world, she would not swerve an inch from her course. Such is our mistress. She has another name: it is Truth.

Take a second work, the "In Memoriam" of Alfred Tennyson, surely one of the most perfect pieces of English verse. We see in it a fitting picture of what was perhaps the highest point yet reached by history—British life of the last mid-century, of the summit of the great Victorian era. Britain had come to rest after long wars—triumphant in arms and commerce, and loaded with peace, riches, and honour. In the calm dignity and lofty virtue of the British country home, a good man utters words which I think excel in some qualities any utterance of previous epochs and nations—words which have always seemed to me as if they were those of the nation herself, this affluent and virtuous mother of nations. But even in them, we detect that curious note which at the end of the same era broke into the loud and harsh clang of a war in which we were certainly reproved by fate; a note which, I think, is very particularly a British one—I mean, a revolt against analysis; that is, against science; that is, against reason. I could quote many illustrations of this from the poem. For example, there is a passage where the poet commends his dead friend because he possessed—

> "Seraphic intellect and force
> To seize and throw the doubts of man."

And in another passage he mentions an opinion that "doubt is Devil-born." But, after all, poor doubt is scarcely deserving of such an illegitimate parentage. Why, really the word is simply descended from the Latin word for *two;* it merely indicates the feeling, occasionally

found even among the public, that there may possibly be two sides to a question. Is there any merit in defeating doubt? Even the poet feels that there is something wrong here, for he says in a famous passage—

> "There lives more faith in honest doubt,
> Believe me, than in half the creeds."

"In honest doubt"—that is a hard word. Can any doubt be dishonest? How can it be dishonest to see that there are two sides to a question, or to waver between them? Of course, pretended doubt—doubt affected for some motive—is dishonest; but then that is not doubt at all. No—it is impossible for doubt to be dishonest; all doubt is absolutely honest. Then again what is *faith*—faith which lives more in honest doubt than in half the creeds—thus, apparently confirming distinction upon the honest doubt? I see it defined in dictionaries as reliance on the opinion of others. Certainly if I do not possess sufficient knowledge of a subject to enable me to form an opinion of my own, I may then quite honestly accept the opinion of those who I know have studied it. This is quite permissible; but there is no particular merit in it; I simply put my intelligence as regards the question under reference into the hands of others. I admit my own ignorance and, quite wisely, abdicate my right of judgement. But this is no credit to me, because perhaps I ought to master the subject. There is, however, another definition of faith—I see that the lexicographers are put to great straits to find one. Thus Webster calls it, apparently without a feeling of humour, a "firm and earnest belief, on probable evidence of any kind." But if the evidence is only probable why is the belief firm and earnest? Unless the evidence is conclusive we clearly have no right to entertain any firm and earnest belief. And thus we come at once to the amazing phrase of Tennyson, "Believing where we cannot prove." If you cannot prove, why believe; or if you believe one proposition without proof,

why not believe another proposition ; or any proposition ; or anything, or everything ? Why reason at all ?

Of course, the true position is perfectly clear. Doubt is not only always honest, but is the very foundation of all science. We cannot possibly ascertain the truth without studying both sides of the question, and without holding the judgement in abeyance until we have compared them. He is intellectually dishonest, not who has doubts on any proposition whatever, but who consciously suppresses his doubts, either from indolence or from a desire to believe a proposition which is agreeable to him, or from any other cause. There is nothing meritorious in believing where you cannot prove, but the reverse. You can if you wish put your reason to sleep and then believe anything you like; but if you do so, you cease to be a reasoning being—at least, as regards the particular proposition under reference.

I am not presenting a formal exposition of the scientific spirit ; I am merely enquiring how far that spirit, which is also the spirit of truth, is the spirit of the public. Science demands, first, an absolutely impartial judgement ; secondly, a careful marshalling of the arguments on both sides of a question; and, thirdly, no final decision until those arguments, on both sides, are exhausted. But as we are seldom sure—except as regards such propositions as are merely a statement of identity—that the arguments on both sides are really exhausted, so true science always deprecates any final decision at all. Strictly speaking, she refuses to allow her followers even to utter the words *proof* and *disproof*, *belief* and *disbelief*. All that we are permitted to say is that the balance of arguments for or against a given proposition is infinitely large. We must always reserve the final judgement, in view of the possibility that at any moment some new fact or argument may appear which will completely reverse the position. Such is the only

honest spirit; such is the spirit of doubt; such is the spirit of science.

But to our friends the public these refinements are absurd and terrible. To them doubt is devil-born. They love what Mrs. Humphrey Ward calls "jubilant dogmas." To them the strong man is the man who makes up his mind on the spot; who possesses "seraphic intellect and force" to come to some conclusion—no matter what. Moreover the public reproves science and even knowledge. Our poet says of the latter that she "leaps into the future chance, submitting all things to desire"—just what she never does do; and likens her to "Some wild Pallas from the brain of demons"; and cries, "Let her know her place; she is the second not the first"—meaning by "the first," I suppose, the art of believing where we cannot prove. To the public mind the man who always tries to reach the truth, not by divination, but by a scrupulous comparison of the arguments—the only honest course—becomes a kind of cold calculating monster, a Gradgrind, a stage-villain.

To the man accustomed to search the secrets of nature; warned by many and bitter experiences of the imminence of error; knowing by experience that the only way to advance is ever to keep within him the true spirit of science: to such the peculiar credulity of the public must always be astonishing. But this is not all. The pendulum swings from credulity on the one side to incredulity on the other. Those who accept any fake also reject the sternest evidence of science. Probably half humanity still refuses to believe that the world is round and moves about the sun; and I hear there is even a society in England to advocate such scepticism. Perhaps the most striking examples of this irrationalism—this divergence on both sides from the strict mean of truth—are to be found in our own attitude towards quack medicines on one side and vaccination on the other. Half our newspapers consist of adver-

tisements of quack medicines. A man, obviously desirous of making money, pretends that he has discovered an invaluable remedy. He gives it a sounding name and advertises it. Straight away, without further scrutiny, it is swallowed greedily by myriads. The daily price paid for these advertisements must be so great that the sale of them cannot be anything else but enormous. Enormous also, therefore, the credulity of the public. To prove that a single drug is really beneficial in a single malady is one of the most difficult tasks ever put before science—accurate set experiments are almost impossible, and observation is very inconclusive owing to disparity of cases. But these quack medicines are absolute cures for whole groups of diseases; and the public does not possess even the small amount of elementary common sense to enable it to detect so simple a fraud. Now look on the other side. Though gulled with such ease by imposters, it still maintains an "attitude of reserve" towards one of the best established doctrines of science, the efficacy of vaccination against small-pox. Societies are formed in order to combat this means of saving human life. People go up and down raving against it. Whole municipalities neglect it, contrary to the law of the land. Nay more; Parliament itself gives an official recognition to the right of the public to be fools by allowing them to declare their folly formally before magistrates. But who raves up and down against quack medicines? What municipalities forbid the sale of them? What societies fight against them? What action is taken by Parliament to protect the people from the imposture? And then, what is to be said of the innumerable faddists who surround us everywhere—those who, on the one hand, demand an immediate millenium of universal peace, communism, or licence, or who, on the other hand, like the anti-vivisectionists, consistently attempt to thwart science in her rational efforts to ameliorate our lot? And what is to be said of the indifferentists, who cannot be

made to move in any direction at all? To my mind humanity is most accurately figured in that wonderful book, which is at once the greatest of comedies and the greatest of tragedies. We find in it the two opposite types of unscientific man. First, the idealist—lean, tall, ascetic, noble, and poor—full of boundless enthusiasm for putting the world right, but possessing not a grain of scientific judgement. Secondly, the indifferentist—short, fat, plebeian, gluttonous—considering nothing but where he shall get his next meal, and yet, in ordinary matters, not such a fool either. By what a stroke of genius the poet made the second, in spite of his common sense, always subservient to the first, in spite of his madness. With what result?—they attack, not the true tyrants of the world, but innocent things. And so we see them at the present day—the faddists and the foodists; the Don Quixotes galloping furiously at every windmill, and the Sancho Panzas, halloing after their masters to stop—and yet following them! But as for those who combine the idealism of the one with the common sense of the other, they have very few followers.

If I ever have the misfortune to become a philosopher and to write a book on this subject of Science and the Public, I should probably end it in the full diapason of a theory which would explain these curious phenomena on the basis of the laws of evolution. I should probably argue that nature has hitherto evolved in us only so much reason as suffices for the dinner table, and no more—that we are entirely rational only in bread-and-butter affairs. Just as certain insects are gifted by evolution to draw nectar only from certain flowers, so are we (I might contend) gifted by evolution to reason scientifically, that is truthfully, only on certain propositions. Our methods are perfect, our facts indisputable, our deduction faultless, when we set out, for instance, to convey a piece of bread and butter into our own mouth. At that critical moment, not one of us believes what he cannot prove, as for

example that his mouth is at the back of his head. The business man, the lawyer, the bricklayer—even the party politician—is very scientific, very logical, where his livelihood is concerned. He knows that if he is not, the morsel may vanish from the plate. I fully believe in arithmetic, because I know that upon that belief depends the integrity of my banking account. But when we wander into remote fields of thought, it is curious how much less exact we may become. We may now believe anything we please. It is nothing to me whether the earth goes round the sun, or the sun round the earth. Indeed we may gain a world-wide reputation by the very madness of our opinions. Poor nature cannot do everything. It is wonderful how she fits the tiger to his prey, the donkey to his thistle, the man to his mutton chop. But she cannot give them wings as well.

Commencing with a mere innocent vivisection of the public, I have been tempted by enthusiasm into taking up, unbidden and unworthy, a kind of brief for science. The truth is that for many years past all sorts of cranks, visionaries, politicians, poets and philosophers have been attacking her. They have even dared to hurl heavy books at her head—though they always do it, I notice, when she is not looking. I pray for another Huxley to whirl also a book against them. It would be a heavier book than any of theirs and would crush a score of them. We should have flattened philosopher for dinner. But seriously I do wish that some one, in revenge for the world's treatment of her, would but turn the cold light of science into the numerous crannies, holes, cellars and back alleys of the world—nay into its schools, law-courts, fanes, palaces and parliaments. What a joy it would be to go into our law-courts and criticise British Law—that which broadens down from precedent to precedent. Now for science there is no such thing as precedent; we judge only by

the argument. What a joy, too, to examine our methods of education—where poor little wretches are taught (at least in the South) that a Roman general, whose name is pronounced to rhyme with Sneezer, once uttered the mystic words *vinai, vaidai, vaisai.* This is called instruction in the Latin language and the mispronunciation is excused on the ground of custom.[1] For the same reason we adhere to what are called English and French orthography—pedagogic spellings, which historically, logically, and phonetically are surely the most insane dress in which any nations ever clothed their words. But for science there is no such thing as custom.

And then that curious obcession of the public, the party system of politics. Conceive such a system applied in scientific matters—slow indeed would be the advance. Of course, in regard to a single issue, party may quite logically exist; but when we find the same parties holding the same sides simultaneously in regard to a dozen distinct issues, we can only infer that something else beside a desire for truth determines so false a division. And if the truth is not desired, what is the good of the discussion. The result is that there is no finality. The same old questions, such as Home Rule and Free Trade, emerge from their graves again and again, long after we hoped that they were dead, simply because they were never scientifically discussed. Obviously the whole business is merely a national amusement at which the quidnuncs stake their reputation for sagacity—like the Oxford and Cambridge boat race, or as Lecky remarks, "like fox-hunting or horse-racing." I know that Lecky is of opinion that party is necessary for stability of government; but his argument rests upon assumption; and it is more natural to suppose that a simple desire for the truth and nothing but the truth would have a far greater effect in this direction. While the politicians are

1. The school pronunciation of Greek was trenchantly criticised by Dr. Gennadius in the *University Review* for July, 1905.

pulling each others' noses, questions of real importance, such for instance as those of sanitation and national defence, receive little or no attention. A politician is reported to have said the other day that "Good government cannot take the place of self-government," while another added, "It is better to have a bad government of our own than a good government by any other people." The nation swallows its quack medicines and its quack politics together. What would happen to it in any serious emergency under such rule it is impossible to foresee.

I emerge then from this very informal discussion with the following conjectures. As Metchnikoff has well shown, evolution has not yet succeeded in freeing the individual from many "disharmonies," which therefore remain often as the bane of his existence. Much less has it succeeded in perfecting what may be called national or public intelligence. Outside our own affairs we are apt to indulge in a very wild credulity or incredulity. Where individual prosperity is not at stake, we often cease to be logical. Public ideas may therefore become inverted. We attach immense importance to studies, pursuits, and contests, which are really of no moment at all; while we pay little attention even to those which affect the lives and welfare of millions of human beings. Probably most of our social disharmonies are due to this cause—that is, really, to the habit of thinking untruthfully.

But evolution is still chiselling at the block—and by her old trenchant methods. She applies these to nations as to individuals. The illogical and indolent ones go to the wall. I suspect it was mostly the intertribal struggle for existence—that is, war—which gave us such intellects and virtues as we possess. It is curious that many nations still seem to think, in spite of the lessons of history, that they are quite at liberty to remain as stupid as they please; to worship nescience instead of science; to adopt, in place of rational and disciplined modes of

thought, various systems of quackery—quack medicines, quack philanthropy, quack education, quack government; to substitute for law, laws; for religion, dogma; for knowledge, pedantry; for genius, criticism; for soldiers, politicians; for rulers, officials; for statesmen, talkers; for government, party; for books, newspapers; for art, lubricity; for action, oratory; for bravery, boastfulness; for discipline, licence; for thrift, alcohol; for organisation, charity; for work, hope; for science, faith. The awakening is apt to be rude and sudden. We are ruled by a power higher than that of mobs, demagogues, and sentimentalists. It is easy to perceive that as the world becomes more and more crowded, it will be dominated more and more by the disciplined and scientific peoples. Nations no more than individuals can afford to ignore discipline and science for long. Twice within the last ten years we have witnessed the fall of unfit and unscientific nations. Science possesses another weapon besides argument. She is no toy-maker for babies. She was sent to drive us with whips up the steeps of evolution. The nations that reject her will be set aside.

RONALD ROSS.

The Education of Teachers.[1]

BY

J. J. FINDLAY, M.A.,

Sarah Fielden Professor of Education in the University of Manchester.

THE efforts made by Principal Childs and many others concerned in the welfare of training colleges have succeeded for the moment, and the operation of Circular 530 is postponed for twelve months. The issues involved in the policy of that Circular are, however, still undecided, and the problem touches so vitally the fortunes of the newer universites that it may be worth while to investigate it more thoroughly, not with the object of influencing policy at the moment, as in the hope of getting at the deeper principles involved in the relation of the university to the training of school teachers.

As Principal Childs says, the "Day Training College" is a term full of misleading inaccuracies, but the history of the institution must be borne in mind before we can judge of the present situation. Let us summarise the reasons that led to the admission of ex-pupil teachers into university colleges fifteen years ago. These were (1) to provide in the easiest way for an extension of the training college accommodation, free from religious tests, without raising religious conflicts; (2) to satisfy the democratic demand for advancement in the status of elementary teachers by associating them with places of higher education; to give a lift to these local colleges, which were in sore need of students, *and* of money. Treasury

1 A SUPPLEMENT TO THE PAPER BY PRINCIPAL CHILDS (*University Review*, February, 1906).

grants were hard to get; it was easier to secure support in this form, and the policy was popular also in the localities.

The university colleges were quite glad to close with the offer, and in some colleges these students were and are actually a source of profit, especially in recent years, when the numbers admitted have been increased. But neither party to this transaction concerned themselves greatly as to the remoter consequences involved in this policy, arising out of the fact that *a university is an institution of a specific type, with tendencies and modes of operation very different from those of the "Training College" as controlled by Board of Education Regulations.* I wish to work out this contrast in detail, for I believe that the Board of Education is far more concerned than it was in earlier years to take a comprehensive view of educational progress, and reconcile the interests of higher university education without sacrificing the needs of either branch to the other.

(1) It is quite true that many of the university colleges did not conform to type—in 1892 the great majority of students were ill-educated, and many of the teachers were below the standard of university instructors, but the tendency towards a proper university status was always felt, and the university colleges have become more and more places suited for the attendance of persons of culture, and unsuited for the attendance of those who have been ill-educated. If some of the university colleges are still anxious to receive students who are below a matriculation standard and are willing to accept them for two years only, teaching them what they ought to have learnt at school; this only means that such colleges are still hampered by lack of funds and students; time will heal that trouble, especially as most of these institutions, which in 1892 were only "Colleges," are now part of a university system and pledged thereby to the standard of work which the title "University" implies.

Hence I cannot quarrel with the Board of Education for desiring to impose a three years' course, subsequent to matriculation, on all training students entered in a university at the age of 18 (I agree, however, with Dr. Childs that it is unwise for the Board at the present juncture to seek to force the standard beyond matriculation).

(2) The type of curriculum required by the Board for its purposes (legitimate as these purposes are) was alien to the spirit of university instruction. A university curriculum to be of intellectual service to its students is confined to a small range of studies, pursued for their own sake, without regard to subsequent professional adaptations. This curriculum is imparted in the belief that scholarly discipline has a value of its own to a mind capable of receiving it, and if the scholar submits himself fully to it for a time, he will be better equipped afterwards to take up the work of some profession.

The Board's curriculum runs counter to this theory at every point. It precribes a long list of studies, none of which need be pursued to any depth, all of which are presumed to have immediate relation to the needs of children. Further, any reputable theory of university organisation assumes that the student has capacity and leisure for sharing in the corporate life of the place, and for coming within the circle of the intellectual and social influences of an academic society. The immediate pressure of professional anxieties is removed, in the belief that the student will be a better craftsman in years to come, because he has enjoyed the freedom of the university in those critical years when intellectual freedom does so much for a man's development. But the theory of training college regulations has ignored this postulate: a training college is a technical institute of the strictest kind—a sequel to a more elementary institute of the same type, called a Pupil Teachers' Centre.

(3) Two consequences may be easily traced. First of all, the great majority of students have failed to secure

the advantages of university life. Many have obtained degrees, and I imagine that at Oxford and Cambridge (owing to special circumstances which need not detain us) many have also profited greatly by the wider associations of corporate life, but I venture to assert that the great majority of training students have not been able, either in university studies or in university society, to gain the benefits which were anticipated. For the double strain has always been too great. The standard of university teaching is always advancing, and a good student, however overpressed he may be, will always endeavour to keep up with it; but the requirements of the Board keep advancing also. I need not dwell on the injury to health; the over-pressure is universally admitted and is becoming a scandal; neither the Board nor the universities are treating students fairly by imposing on them a burden which cannot be honestly borne, and then threatening to send them down unless the medical officer testifies that they are fit to continue their training.—Regulation 44 (d).

(4) A second consequence is not so widely admitted, and I cannot discuss it adequately within the limits of this article. I do not believe that the conditions have been favourable to the production of teachers *professionally* qualified to do the best kind of work in schools. No one disputes that the student-teacher when he comes to the university should seek to secure a university degree in arts or science, and that the quality of the degree should be the highest within his reach. If that is not also the intention of the Board, then the Board should not send students to study in university faculties of arts or science. The student, therefore, makes the degree his first objective, and the professional training takes second place in his thought. A few, very eager and conscientious students, will try (in spite of over-pressure) to cover both demands, but they are the exception.

The result is that very few university students are

stimulated to take an active interest in their professional career. I have no statistics, but I venture to say that the output of men and women teachers from our universities who are keen students of education is very small indeed, and far below the average of other professional "Schools" of our universities. No reproach can be levied against those who teach education, but the facts ought to be frankly faced. When a university undertakes to teach a subject, and when a government supports a university department, the conditions ought to be such as to enable professors and students alike to deal fairly by the subject. Now, apart from a few contributions to education in its philosophical and historical aspects, there is nothing to show. Professors and lecturers are over-burdened with administration, and the time that should be given to investigation and to study with students is spent in seeking to work as honestly as possible the complicated double machinery of the university and the government regulations.

This aspect of the situation ought not to be ignored. A university department has no right to exist unless it has the freedom and encouragement to enable it to do work of a university standard. The inevitable tendency of university development to which I referred at the outset of this article is to secure instructors and students who are engaged in the best kind of work *in their subject*, and the credit of a university depends upon its capacity to produce such work. The fruits of such work are to be sought partly in the practical professional efficiency of the students in their subsequent career, partly in the contributions to research made by the university staff. Hitherto neither students nor instructors have had a fair chance of fulfilling these obligations.

So much by way of criticism. The following propositions summarise what I believe to be the solution:—

(1) The Government should recognise that it is worth while to pay for the cost of a limited number of students

attending a university in order to secure a full course in a faculty of arts or science, and it should do this without interfering any further with the university scheme of studies. During the three years there are two long vacations when the student might spend two or three weeks in a school, but this should be the only addition imposed during the three undergraduate sessions. Principal Childs[1] seems to think that this vacation attendance at a practising school is adequate by itself for the purposes of practical training. I do not think that many school teachers will agree with him; and certainly we shall never advance the study of education unless we can work *continuously* with our students for a period of at least six months. To teach the "theory of teaching" apart from the "practice" sounds well, but neither theory nor practice are improved by the divorce.

(2) When the student has spent his three years in academic studies, he should continue at a university, for the definite purpose of professional training, and for that only. If the Government wish to confine him to the service of elementary schools, then his training would be specifically biassed in that direction, but his mind would now be entirely free from absorption in school interests and in the studies which bear upon schooling.

(3) This implies a fourth year, and the Treasury may be disinclined to increase its grants. If so, there are ways of getting over the difficulty. In some cases the student would find the money himself, for the personal advantages of receiving a university training are worth paying for. If once it be admitted that four years are necessary in order to meet the urgent needs of the situation, the way out will be found. The local authorities often provide scholarships, and many students would secure university scholarships after entrance.

(4) This policy implies a set of regulations for students *attending a university*, separate from those planned for other training students. At present, the Board deals

1. *University Review*, vol. ii., page 437, pars. *f* and *g*.

with students "taking courses" and merely recognises in a subordinate way the fact that some such students may be actually students of a university. There are of course many students in residential colleges who enter for the London University degrees apart from attendance at recognised university courses, but they are a special class, and should be handled in regulations adapted to their case.

(5) Some of the university training departments would not at once fill up their numbers if they were compelled to receive only matriculated students engaged to take three years for a degree, followed by a session of professional training. I think in this matter a bold policy is the wise one. The standard of attainment in secondary schools and in pupil teachers' centres is rapidly rising—and quality is more important than quantity. Our universities have everything to gain by setting so high a standard, and by reserving university teaching for those who are equipped to receive it.

(6) Finally, some may fear that if a student spends three years in a university cut off from school interests (except as I suggest for a month during the long vacations) he will lose his interest in school life, and the Government will not secure his service in the schools. Here, I think, our experience with graduate students taking a year's course for a university diploma or certificate in teaching should be of service. I believe in all the universities we should agree that these graduate students take up teaching with real interest, even those of them who previously have been distinguished university scholars—plunge your student thoroughly into school life *after* he has done with degree work, and you can secure his thorough interest in his profession, and he will be ready for service either in elementary or in secondary schools. He does the work all the better because his mind is now riper—he has learnt something well and feels an intellectual mastery over school problems which he cannot claim during his first

years at the university. The study of education *at the university* is, indeed, best conducted after the degree course, just as the study of medicine is best conducted after the anatomy and physiology courses have been completed. No doubt there would be, as in all the professions, a few exceptional cases, a few who would try to evade their obligations, and a few who would prove to be useless as teachers; but it would not be difficult for government so to frame its regulations as to maintenance and grants, so as to recoup the public purse, so far as may be, for waste of public money. In any event the loss is not likely to exceed that which is admitted to take place under the present system, under which both pupil teacher arrangements and day training arrangements tend to discourage the student's interest in his future calling.

(7) One general objection will no doubt be raised in some quarters; it will be said that a teacher ought to be equipped for his calling before he is twenty-two years of age, and that the constant "extension of the period of infancy," to use the biological formula, is not one to be encouraged. Some would meet this objection by admitting the student at seventeen. If he comes straight from the secondary school this might be a feasible course; or he might, after he has matriculated at seventeen, render a year of service in an elementary school as an uncertificated teacher, before coming up to the university, instead of spending his two years in a pupil teachers' centre. These centres will certainly be improved into new shapes before long. At any rate this general objection should not be allowed to prevent a needful reform; the university training student is in an anomalous position, compelled to serve two masters at once, and he and his tutors are over-burdened with the task. It is for those who feel objections to extending the course of training to devise some other means of equipping, in accordance with university ideals, these students who enter our universities.

J. J. FINDLAY.

The Cost of our Education—National and Local.

BY

W. M. J. WILLIAMS.

In the September Number of the *University Review* I drew attention to the various grants made by the National Authority toward various educational matters, including the museums and other cognate institutions. The total amount for the financial year ending March, 1905, was given as £15,795,538; the estimate for 1905-6, £16,328,947; and it was suggested that the amount had reached such a sum, consisting of such various items, that the claims of elementary, secondary, technical and university education were so large and pressing, the position created by the Education Act of 1902 so important, and the grants as a whole appeared so miscellaneous, that it seemed to be a fitting occasion to ask for a Select Committee of the House of Commons to consider the finance of public education as a whole, with a view to systematising it, and with the conviction that a review might result in favour of economy, and certainly might serve the true ends of education. Since that paper appeared I have been approached on more than one occasion with a request to supplement that paper by a complete view of the cost of education, both national and local, to bring together the grants from the consolidated fund, and the sums raised in local taxation, and applied to educational purposes. This paper is designed to show the total cost of our educational work, therefore, in the United Kingdom, and incidentally

perhaps, to commend some points to special attention, but always to urge the point that it appears necessary that Parliament should take an early opportunity of reviewing our educational grants and expense of all kinds.

As I write the Education Bill of the Liberal Government is awaited with intense interest. In anticipation of it, and moved in some cases by the hard lot of a locality, deputations are waiting on the President of the Board of Education respecting the pressure of the education rate, while on every hand he is besieged with requests for aid, and proposals which in every case involve an addition to the cost of public education. In the preparations of the forthcoming Bill it is possible that occasion might be seized to reconsider some portion of the grants to education. At the passing of the Act of 1902 it is quite evident that the finances of elementary and secondary education were not considered as a whole as they might have been, but another patch, the aid grant, was placed on the patchy method of defraying, or aiding to defray, the cost of elementary education. The provision made to meet the cost of secondary education was of a very elemental nature, and the progress of our middle schools of every kind cannot be as fast as is desirable while this provision is left as it is. But the system of grants as a whole is a subject much wider still, and it is unnecessary to point at greater length to its importance. It is sufficient to say that in the fiscal year just closed it was estimated that in various ways no less a sum than £16,328,947 would be required for educational purposes from the taxes.

How much is taken from local taxation to maintain our public schools is not told so easily. We have three systems of education in operation, one each for England and Wales, for Scotland, and for Ireland. Not only are the systems of education different, but there is a great difference also in the way in which the cost of these

systems is met. For the purposes of this paper it will not be possible to include the transactions of local authorities in England and Wales subsequent to the passing of the Education Acts of 1902 and 1903, though the relation of those Acts to the work of the local authority and to local taxation is important. The returns of local taxation from the various countries of the United Kingdom are so late in appearing that it is necessary to take figures relating to two or three years ago in order to compute the sum raised locally towards education.

From the returns for 1902-3 it appears that the local authorities in England and Wales spent directly on education as much as £10,816,038, and of this sum £6,744,173 appears to have been the burden on local taxation. In the same way the Scottish local authorities appear to have spent £2,533,392, of which £1,165,584 seems to have been the sum raised in rates. From Ireland we have no figures corresponding as to rates, but the Commissioners of National Education in the year 1904 seem to have spent £1,379,692, of which £1,263,897 was received in State Grants, the remainder coming from subscriptions, endowments, and other local sources. The Irish Intermediate Education Board spent about £85,035 in 1904, which came out of Local Taxation Duties (the Whiskey Money) Fund, so far as £56,156 goes, the rest being drawn from interest on securities. The point to note here is that an education rate is unknown in Ireland.

We may, however, attempt to show, provisionally and imperfectly, how much public education in the United Kingdom costs, thus :—

1905-6.	Voted by House of Commons in Education Estimates -	£16,328,947
1902-3.	England and Wales—Local Taxation - - - -	6,744,173
1902-3.	Scotland—Local Taxation -	1,165,584
		£24,238,704

But it is easy to show that this large total does not include all the public money devoted to education in the United Kingdom. It gives the sums voted directly by the House of Commons for educational purposes, and also those raised in rates by local authorities for the same purpose, but a cursory glance at the local accounts reminds us of other sources of income which the local authorities apply to educational ends. The Irish National Commissioners receive a grant from that curious financial device of the last Parliament called the Irish Development Grant. In Scotland no less than £919,809 is received for educational purposes from the Local Taxation Account—the Government Grant; and there is again the "whiskey money" (the Customs and Excise Act, 1890) from which a further and much smaller sum is drawn. In England and Wales there is the Agricultural Rates Act, 1896, from which £106,876 is received for this educational work. This short paper does not pretend to bring all the various sources from which money is drawn for educational ends before the reader, but enough has been said to make it evident that quite £26,000,000 are being spent from public sources upon public education in the United Kingdom.

Even when that sum is given it is necessary to remind the reader that it does include the sums which Poor Law authorities spend on education apart from the regular education authorities.

The facts now adduced are, of course, presented in a most summary manner. Were an attempt made to follow these large appropriations to their various applications a large volume would be required. We have but to imagine the vast army of officials, teachers and boards engaged, from our point of view, in spending the millions placed in their hands to realise how great an enterprise it is. Need it be said that to call attention to this great total and its disarray, should not be regarded as evidence of antagonism, but rather of a desire to promote the end

in view. So far as the amount goes, we appear to be spending on public education as much as 12s. 6d. a head for every man, woman and child in the Kingdom. As there seems to be a demand for public economy, so also there should be a readiness to reconsider such an appropriation as this, so that education should not be hampered by a just objection to the method of expenditure. A reference to what appeared respecting the Education Votes by the House of Commons; the scrappy way in which present Grants are made up; a survey of the expenditure under local authorities, especially the county authorities, under the Act of 1902; all these things and more would seem to justify a request that a Select Committee of the House of Commons should investigate the various methods by which education is now supported, and report on the best method of securing efficiency in educational work, and economy of public funds. Only a formal reference of such a character gives promise of a thorough reconsideration of this subject, and it is probable that the Government would welcome such an examination of the subject in the present condition of the public finances.

W. M. J. WILLIAMS.

NOTE.—Since the above paper was written the education estimates for 1906-7 have appeared, and they amount to £16,978,282, or £651,117 more than for 1905-6. In the Irish Development Grant for 1906-7 it is proposed to allot about £65,000 to various educational objects. Instead of £26,000,000 it is probable that £27,000,000 will be nearer to the amount spent on public education in the United Kingdom out of public resources. A return of the cost of education met from local taxation at the present moment would raise the total cost, probably, to a higher sum still.

The Report of the Carnegie Trust.

The following passages have been taken from the fifth annual report of the Executive Committee of the Carnegie Trust for the Universities of Scotland.

The operations of the Committee during the year 1905 under Clause A of the Constitution have been mainly directed to the administration of the quinquennial scheme of grants and the scheme of endowment of post-graduate study and research. Under the scheme of allocation for five years of an annual grant of £40,000 among the four Scottish Universities, which became operative on 1st January, 1903, sums amounting to £38,860. 18s. 10d. have been claimed and handed over during the year 1905, making for the three years ending 31st December, 1905, a total expenditure of £97,240. 11s. 2d. The grants for library purposes and for provisional assistance in teaching, amounting for the year to £4,000 have been fully paid. The grants for buildings and permanent equipment available for 1905, including a balance of £12,988. 11s. 6d. brought forward, amounted to £33,388. 11s. 6d. Of these, the sum of £27,260. 18s. 10d. has been claimed. Payments towards teaching endowments amounted for the year to £5,200, leaving under that head an unexpended balance of £12,000 (of which £10,631. 16s. 2d. represents unclaimed grants to Aberdeen University). The total payments for the year to each University, as shown in an appendix to the report, are:—St. Andrews, £8,343. 13s. 9d.; Glasgow, £16,495; Aberdeen, £13,631. 16s. 2d.; Edinburgh, £22,500. 1s. 6d.

Under the scheme of endowment of post-graduate study and research, appointments were made to sixteen fellowships and to twenty-seven scholarships; and grants of various amounts were assigned to forty-three applicants. The list of Fellows includes eight Fellows of the previous year, as well as four scholars whose published

work justified their promotion. Of the other scholars of 1904–05, five have been re-appointed for the current year. The total expenditure for 1904–05 under the scheme of endowment of post-graduate study and research was £4,526. 2s. 6d. The estimated expenditure for the current academic year is £6,776. 3s. 6d.*

In the Research Laboratory of the Royal College of Physicians, the Superintendent reports that during the past year thirty-six workers have held places, and have been engaged in forty-nine investigations. Of these workers, thirty-two were graduates of Edinburgh University, and nine held grants from or were in other ways beneficiaries under the Carnegie Trust. Nineteen papers have been published from the Laboratory during the year, and three more are ready for publication. Six theses, embodying the results of work done in the Laboratory, were presented for the degree of M.D. in Edinburgh University. All of these were accepted; one gained the Svme Surgical Fellowship, and two gained gold medals. The expenditure upon staff, maintenance, and upkeep of the Laboratory during the year amounted to £1,217. 15s., towards which, under the agreement with the Trust, the College of Physicians and the College of Surgeons have contributed £750 and £200 respectively.

The payment of the class fees of beneficiaries under Clause B of the constitution has been carried out as in previous years. The number of beneficiaries for winter session 1905–06 is 3,184, an increase of 109 over the number for the previous winter session. During the year 1905, 906 new beneficiaries have been admitted to the benefits of the Trust. Of these, 156 had given previous University attendance, the fees for which had not been paid by the Trust. The total number of beneficiaries from the institution of the Trust in 1901 up till 31st December, 1905, is 6,325. During 1905 the number of the new beneficiaries in each University was as follows:—St. Andrews, 116; Glasgow, 357; Aberdeen, 154; Edinburgh, 279. There has been paid by the Trust for summer session, 1905, the sum of £15,243. 7s. 6d., on behalf of 1,834 students, representing the fees of 5,635 class attendances; and for winter session 1905–06, the sum of £32,268. 12s. on behalf of 3,184 students, representing the fees of 9,452 class attendances. Further, £285. 6s. has been refunded to beneficiaries for the fees of previous sessions, and £56 paid for fees of summer vacation courses in Edinburgh. This represents a total

* Applications for fellowships, scholarships and grants for 1906–07 must be lodged on or before 1st May with the Secretary to the Trust (Carnegie Trust Office, the Mechanics' Hall, Edinburgh), from whom application forms and regulations can be obtained.

for the year 1905 of £47,853. 5s. 6d. An appendix shows the amounts paid in respect of students at each University as follows:—

	Previous Sessions.				Summer Session.				Winter Session.		
	£	s.	d.		£	s.	d.		£	s.	d.
St. Andrews.....	34	13	0	...	1,331	18	6	...	3,483	7	6
Glasgow	91	4	0	...	3,683	18	6	...	11,032	12	0
Aberdeen	31	10	0	...	4,306	1	0	...	6,286	1	0
Edinburgh	127	19	0	...	5,921	9	6	...	11,466	11	6

For the summer session the class fees were paid for 169 students (including 77 women) in St. Andrews, 488 (including 41 women) in Glasgow, 460 (including 75 women) in Aberdeen, and 717 (including 95 women) in Edinburgh. For the winter session the beneficiaries numbered 343 (including 143 women) in St. Andrews, 1,120 (including 233 women) in Glasgow, 611 (including 136 women) in Aberdeen, and 1,110 (including 228 women) in Edinburgh.

The amounts expended under Clause B (for payment of class fees) for the previous financial years 1902, 1903, 1904—£40,285, £44,104, £45,903—showed a steady rise, in explanation of which the Committee has pointed out in previous reports that this constant increase was caused not merely by the growing number of beneficiaries, but also by the rise of the average of fees paid per beneficiary, due partly to the greater average number of classes attended by each beneficiary, and partly to the fact that three of the Universities had raised the fees of certain class attendances, mainly in the Faculties of Science and Medicine. At this time last year, however, the Committee had the expectation that the limit of expenditure under Clause B was then being reached. This seemed probable not only in view of the more stringent requirements as to the preliminary education of beneficiaries, but also from the comparatively slight increase of 43 in the number of beneficiaries and of £290 in the amount of fees paid for winter session 1904–05, as compared with the winter session immediately preceding. It will be seen that the Committee's expectation has not been fulfilled. The expenditure of £47,853 above reported, shows an increase for the year 1905 of close upon £2,000 over the total of the previous year.

An analysis of the relative increase for the year 1905 in the number of beneficiaries and in the average fee per beneficiary gives the following results. For summer session 1905 there was one beneficiary less upon the list, but the fees amounted to £308 more, representing an increase in the average fees of 3s. 5d. over that of the previous summer session. For the current winter session there

has been an increase of 109 in the number of beneficiaries, and also an increase of 2s. in the average fee per beneficiary over that of the previous winter session. The statistics for the individual University centres show considerable differences in the relative increase of the average fee. Compared with that of the first academic year of the Trust's operation, viz., 1901–02, there has been an increase in the three years of the average fee paid as follows:—At Edinburgh, 10d.; at Glasgow, 2s. 2d.; at St. Andrews, £1. 1s. 8d.; and at Aberdeen no less than £4. 5s. 2d. per beneficiary, the average fee at that University centre having risen from £12. 10s. 1d. to £16. 15s. 3d.

For the year 1905 the net income available for the payment of class fees was £49,836. 2s. 11d. It is unlikely that the available income for the current year will be more than this, and it may even be less. It is therefore plain that an increase in expenditure upon class fees for the current year, proportionate to the annual increase in the expenditure of previous years, would entirely absorb, if it would not indeed more than absorb, the moneys at the disposal of the Committee. Besides, apart from this contingency, the Committee received in November last an intimation from the University of Edinburgh, that for reasons stated it had been found necessary to raise to £4. 4s. the fee of those ordinary lecture classes in Arts for which the fee is at present £3. 3s., and that this revised scale would come into operation next winter session. Up till now no such intimation has been received from any of the other Universities; but the Committee have no assurance that the same course will not be adopted by all. If this were to happen, it would entail a further annual charge upon the fee fund of £2,000 or £3,000.

Other possible changes, in themselves of less importance, may also tend to raise the demand under Clause B, so that unless some action be taken without delay, the Committee will probably find that the liabilities incurred in payment of class fees exceed the income at their disposal. In short, an issue has been raised which demands an immediate reconsideration of the regulations under which this portion of the Trust funds is distributed. The Committee have already given serious attention to the problem; but owing to its difficulty and complexity they are unwilling to adopt a definite course before having an opportunity of consultation with the authorities of the Universities, for they are of opinion that the co-operation of these authorities would assist towards a satisfactory solution

The Committee place on record that during the year 1905 six beneficiaries have refunded the class fees paid for them by the Trust, some of whom in doing so have shown a very admirable spirit.

The following table, published as an appendix to the report, shows the number of beneficiaries, total amount of fees paid, and

average amount in fees paid per beneficiary, in each University centre for the academic years 1901–02, 1902–03, 1903–04 and 1904–05 respectively:—

*Total Numbers of Matriculated Students.	University Centre		Beneficiaries.	Fees Paid. £	s.	d.	Average Amount in Fees paid per Beneficiary. £	s.	d.
435	St. Andrews	Academic year 1901-2	273	3,380	18	6	12	7	8
483		" " 1902-3	337	4,362	4	6	12	18	10
499		" " 1903-4	350	4,873	1	0	13	18	5
490		" " 1904-5	360	4,830	0	0	13	8	4
2041	Glasgow	Academic year 1901-2	908	11,010	16	0	12	2	6
2124		" " 1902-3	1021	12,663	3	0	12	8	0
2178		" " 1903-4	1088	13,630	5	6	12	10	7
2176		" " 1904-5	1099	13,780	12	6	12	10	9
831	Aberdeen	Academic year 1901-2	532	6,355	1	6	11	18	12
864		" " 1902-3	592	7,908	16	0	13	7	2
884		" " 1903-4	635	9,711	14	0	15	5	10
878		" " 1904-5	623	10,143	18	0	16	5	8
2872	Edinburgh	Academic year 1901-2	971	14,213	4	0	14	12	9
2901		" " 1902-3	1072	16,952	3	0	15	16	3
2906		" " 1903-4	1145	17,301	13	6	15	2	2
2953		" " 1904-5	1164	17,360	10	0	14	18	3
6179	Totals	Academic year 1901-2	2684	34,960	0	0	13	0	6
6372		" " 1902-3	3022	41,886	6	6	13	17	2
6467		" " 1903-4	3218	45,516	14	0	14	2	10
6497		" " 1904-5	3246	46,115	0	6	14	4	1

* These numbers do not include students who have paid a matriculation fee merely for examination purposes.

In an appendix the amount in fees paid in 1904–05 in each faculty is shown as follows:—

	St. Andrews. £	s.	d.	Glasgow. £	s.	d.	Aberdeen. £	s.	d.	Edinburgh. £	s.	d.
Arts	2,596	2	6	4,174	16	0	3,561	12	0	3,560	0	6
Science...	513	9	0	1,468	18	0	595	7	0	1,462	13	0
Medicine.	1,371	6	0	7,037	16	0	5,516	4	0	10,918	19	6
Divinity .	210	0	0	473	17	0	120	12	0	427	13	0
Law	—			175	7	0	45	3	0	223	13	0
Music ...	—			—			—			44	2	0
Total...	£4,698	17	6	£13,330	14	0	£9,838	18	0	£16,637	1	0

The general income and expenditure account shows an income of £102,399. 16s. 7d., interest on $10,000,000 bonds of the United States Steel Corporation; and expenses of management amounting to £2,727. 10s. 9d.; leaving £99,672. 5s. 10d. as the net revenue available for division between Clauses A and B.

Foreign University News.

UNITED STATES OF AMERICA.

From Correspondents and by special permission from "The Michigan Alumnus," "The Yale Alumni Weekly," and "Old Penn," the organ of the University of Pennsylvania.

Conference of the Student Volunteer Movement.

Probably the largest assemblage of students ever held in America gathered at Nashville, Tenn., from February 28th to March 4th, under the auspices of the Student Volunteer Movement for Foreign Missions. This was the fifth of a series of conventions held every four years, or once during a college generation, and it proved the most successful from every point of view. There were 3,060 registered student delegates, besides hundreds of whom no account was obtained. Seven hundred institutions of higher learning were represented by a grand total of 4,188 accredited delegates. The last Convention, held in Toronto in 1902, consisted of 2,957 accredited delegates, representing 453 institutions. This shows the growth of the interest in the movement amongst the colleges during the last four years. The sessions were held in the Ryman Auditorium, seating over 4,000, morning and evening, and the afternoon conferences were held in the different churches throughout the city. Some of the most prominent speakers at the morning and evening sessions were Carl Fries, Chairman of the World's Student Christian Federation and a Professor in the Upsala University, who spoke on the missionary movement in European Universities; G. T. Manly, one time Chairman of the Student Volunteer Union of England, and now Educational Secretary of the Church Missionary Society, and Sir Mortimer Durand, Ambassador from Great Britain to the United States, who spoke on work in foreign lands from a diplomatist's point of view.

Columbia.

UNIVERSITY EXTENSION AT COLUMBIA.

In the March number of the *Columbia University Quarterly* there is an interesting article by Mr. Frederick H. Sykes on Extension Teaching at Columbia, from which the following passages may be quoted:—

"The number of students enrolled in the extension college courses of Columbia University during the past three years is shown in the following table. If we adopted the English method of counting registrations, rather than students, the figures would be largely increased:

	1903–4.	1904–5.	1905–6.
At the University	786	795	952
Away from the University ...	674	702	1,995
Total	1,460	1,497	2,947

"Until recently the University of Chicago has been hampered by its location, and has developed mainly its short courses and correspondence courses. But it has been enabled, through the munificence of Mrs. Emmons Blaine, to found a University College in the centre of Chicago, so that regular university courses of study are now available for persons who find it impossible or inconvenient to attend classes at the University quadrangles. Instructors are members of the University faculties; the courses are identical in amount and quality of work, and they are fully credited towards University degrees; the students are entitled to all privileges of full resident students. Upwards of sixty-five courses were given in 1903–4. The students were mainly teachers, but many others were enrolled who, because of active employment, could not enter for full University residence. The total number of students registered in 1903–4 was 435.

"From an academic point of view it was perhaps unfortunate that University Extension began in the University of Cambridge rather than in the University of London. For the exigencies of the situation at Cambridge caused the University to adopt the short course (twelve lectures) as its unit of work, and the system thus begun has been continued. As a result University Extension has signified a few effective public lectures with considerable private reading, an examination and a certificate. The term has therefore never included, in England, anything

like preparation or examination for a University degree. It is only recently that class-work along distinctly academic lines has been undertaken. In the highly organised American college systems the extension college courses make more and more for correlation with resident college work. Perhaps a new term should be invented for this later phase of extension teaching. Yet if our extension college courses suffer by confusion with the original conception of University Extension, humanity has been better served by the foundation of the short-course system. The short-course system has been flexible, relatively inexpensive, and less conducive to the mortality of local centres than long courses would have been. The general aim of the short courses has been to offer systematic lectures, well arranged and well delivered, on important phases of literature, history, sociology, etc., so that the appeal made might be general, and large audiences, both in England and America, have responded to this system.

"Columbia's position is not yet satisfactory, although a fair beginning has been made. The following table illustrates the attendance on short courses (six to twelve lectures) and the number of such courses actually given by various institutions:

Institution.	Year.	No. of Courses.	Enrolment.
University of Cambridge...	1903–4	91	11,913
University of Oxford ...	1903–4	173	21,565
American Society for the Extension of University Teaching	1904–5	100	25,367
University of Chicago ...	1903–4	212	44,903
Columbia University ...	1904–5	49	6,233

The splendid showing made by the University of Chicago is due to its ideal situation in the centre of a vast intellectual community, to the system of credits towards degrees applied to students in short courses, to the employment of a staff of trained lecturers, and to the support and co-operation received by the extension division from the University in general."

GIFTS TO THE UNIVERSITY.

The grand total of gifts in money to the several corporations included in the University for each of the last four years,

excluding gifts promised but not yet paid to the several treasurers, is as follows:—

1901–2	$1,082,581·02
1902–3	1,721,895·06
1903–4	1,783,138·18
1904–5	1,960,247·87
Total	$6,547,862·13

SOME INTERESTING STATISTICS.

Statistics by the Registrar of Columbia University show that 47 per cent. of the students in that University are college graduates, as against 45·8 per cent. in 1904, and 39·4 in 1903. The average age of the College freshman is eighteen years one month. In 1899 it was eighteen years one and one-fifth month; in 1894, seventeen years six months.

Michigan.

A SCHOOL OF ARCHITECTURE.

It has been decided to establish a School of Architecture in connection with the University of Michigan, and Mr. Emil Lorch, M.A. (Harvard) has been appointed to the new professorship thus created. The new department will be under the general supervision of the Engineering Faculty, and will include necessarily many of the regular engineering courses. Architectural courses will be first offered at the beginning of next year, though the curriculum to be pursued has not yet been definitely decided upon. The tentative outline, however, will probably be announced shortly. The beginnings will of necessity be modest and the first distinctively architectural courses will figure as electives in the regular engineering courses. As the numbers taking the course increase and the first students become more advanced, the scope of the department will be broadened and the outlines of the School will become more distinct.

A COSMOPOLITAN CLUB.

The recognition of a common interest among the students from other countries attending the University of Michigan has led to the organisation recently of the "Cosmopolitan Club." Its object is to promote the welfare of foreign students in the University, to encourage mutual friendly understanding, and to

spread interest in the University among the people of their own races and countries. The charter membership of the Club consists of about twenty men from the following eleven countries:—Japan, Philippines, Canada, Porto Rico, Armenia, Germany, Italy, Poland, Russia, Peru, and Mexico. At first membership in the organisation was restricted to *bonâ fide* foreigners; but the qualifications have now been changed to admit natives of the United States who have lived abroad at least two years and can speak fluently two languages in addition to English.

Pensylvania.

UNIVERSITY NEWS AND NOTES.

University Day was celebrated on February 22nd, last with great enthusiasm. Nearly three thousand students took part in the procession from the University campus to the Academy of Music, where a number of honorary degrees were conferred, and Dr. Henry Van Dyke delivered an eloquent address on "Washington and the Men who Stood with Him."

Mr. Ramsay Muir, of Liverpool University, recently gave an interesting address on the functions of the University in modern life before the Faculty and students of the University.

It is announced that an experimental School of Philanthropy is to be founded by the Wharton School of Finance and Commerce. If sufficient interest is created in the work it will be made a permanent feature. It is felt that there is but little doubt of the success of the movement.

Efforts are being made by the alumni and friends of the University of Pennsylvania to raise an endowment fund of $5,000,000 for the University.

Leo S. Rowe, Ph.D., Professor of Political Science in the University of Pennsylvania, has been appointed by President Roosevelt one of the delegates from the United States to the Pan-American Conference, which is to be held in Rio Janeiro in June next.

Yale.

UNIVERSITY NEWS AND NOTES.

Steps are being taken to provide for the establishment of an Alumni Advisory Board, which shall meet the desires of Yale graduates in different sections of the country for representation in the Councils of the University, a desire which cannot be entirely satisfied through membership in the Yale Corporation.

For the purpose of organising such an Alumni Advisory Board each alumni association or group of associations having a membership of 100 or more Yale graduates have been invited to send a representative to a meeting to be held in the University on June 23rd.

Announcement has been made of the offering of the degree of Mining Engineer by the Sheffield Scientific School. This degree will be open to graduates of Yale holding the degree of Bachelor of Philosophy in Mining and Metallurgy and to graduates of other institutions who have successfully completed work equivalent to that required at Yale.

The appointment by the Yale Corporation of Dr. Asakawa as Instructor in the History of Japanese Civilisation marks another step in the development of a series of courses in Asiatic studies that promise to place Yale in the forefront of American Universities in affording opportunities for Oriental research.

In the prospectus of the Yale Summer School recently published, fifty courses are offered in these subjects: Anatomy, Art (especially for teachers), Biology, Chemistry, Commercial Geography, Education, English, French, Geology, German, Greek, History, Latin, Mathematics, Methods of Teaching, Physical Education, Physics, Physiology, Psychology, Rhetoric and School Organisation. These courses are designed for teachers and college students. Some are advanced courses, and may be credited towards the degree of M.A. by persons qualified to register in the Graduate School. Certain other courses may be credited by students registered in the College towards the degree of B.A. All students who satisfactorily complete the work of any course receive a certificate.

The Universities.

ABERDEEN.

University News and Notes.

It has been decided to confer the honorary degree of LL.D. *in absentia* upon the Rev. Dr. T. D. Christie, the distinguished American missionary, now in Tarsus, Asia Minor, who is prevented from coming to this country to receive the degree in person.

The Rev. G. Macinnes, D.D., Professor in St. Andrew's College, Sydney, and a graduate of Aberdeen University, has been appointed to represent the University at the jubilee celebrations of the Melbourne University, and to present, on that occasion, an address of congratulation from his Alma Mater.

The Rev. Dr. Martin, of Glasgow, was the Murtle lecturer in Aberdeen University on March 4th. The subject of the address, which was delivered in the Mitchell Hall, was "The Necessary re-adjustment of the Church's teaching in view of social questions."

The Society of Advocates in Aberdeen has decided to entertain a company of about 130 distinguished jurists and others at luncheon and to place the rooms of the Society at the free disposal of all visitors to the University on the occasion of the forthcoming Quater-Centenary celebrations.

The University has received from the Primrose Trustees a donation of £58 for prizes for students in agriculture, also in the departments of procedure and evidence and commercial law, and in aid of the funds of the Anatomical and Anthropological Society.

By the death of Mrs. Knox, widow of Mr. William Knox, a number of bequests fall due to the University, as follows:—Faculty of the University of Aberdeen for bursaries to be called the Knox Bursaries, £1,500; to the Medical Faculty of the University for Knox Bursaries, £1,500; the Senatus of Aberdeen University for Scholarships in Arts, £2,000.

BIRMINGHAM.

University News and Notes.

The University has received the sum of £20,000 by the will of the late Mr. John Feeney.

Messrs. W. and T. Avery (Limited) have made a donation of £500 to the University.

The University has gratefully received from Dr. Thomas Corbett, of Droitwich, a gift of books numbering upwards of 7,000 volumes, together with a bookcase to form a Corbett Library.

An assistant lectureship and demonstratorship in civil engineering has been established.

Dr. F. E. Sandbach has been elected special lecturer in Commercial German.

Professor Collinge has been appointed special lecturer in Economic Zoology.

The following appointments to the staff were made at the last meeting of the Council:—Mr. George S. West, M.A. (Cantab.), Assoc. R.C.S., was appointed assistant lecturer and demonstrator in Botany, in succession to Dr. A. J. Ewart. Mr. Theodore Groom, M.A. (Cantab.), D.Sc. (Lond.), was appointed senior lecturer in Geology and Geography, to succeed Professor W. W. Watts, F.R.S., recently appointed to the Chair of Geology in the Royal College of Science, London. Mr. Donald M. Levy, Assoc. R.S.M., was appointed demonstrator in Metallurgy, to succeed Mr. H. N. Schnurmann. Mr. Seymour G. Barling, M.B., B.S., F.R.C.S.., was appointed junior demonstrator in Anatomy.

CAMBRIDGE.

The Greek Question.

The Studies and Examinations Syndicate, appointed by the Senate in November last, has recently presented a long report on the question of relaxing the requirement of Greek in the Previous Examination. The report is signed by the Vice-Chancellor, the Bishop of Ely, Dr. Ward, Dr. Macalister, Dr. Keynes, Professor Thomson, Mr. Parry, Mr. Cartmell, Mr. S. H. Butcher, and Mr. Durnford. Six of the Syndics have not appended their names as approving the report—namely, Mr. Chawner, Mr. E. S. Roberts, Dr. Forsyth, Dr. Adam, Mr. Bateson, and Mr. Hardy.

It is recognised that the Senate by its vote of last March has indicated that it is not prepared to permit all candidates for degrees to offer a substitute for one of the classical languages in the Previous Examination. The Syndicate have, therefore, considered an alternative suggestion frequently made during the discussion of the proposals made in January, 1905—namely, that a distinction should be made between those students who pursue what may be described as a "literary" course and those whose course is mainly "scientific," and that the courses of study and examinations prescribed for the latter class should be so framed as to require a knowledge of not more than one of the classical languages. For convenience, the two classes have been styled as "students in letters" and "students in science" respectively. If the Senate is prepared to modify for students in science the present requirements with respect to the classical subjects by permitting them to offer a substitute for one of these, the Syndicate is of opinion that the alternative should be a modern language such as French or German. The standard in the modern languages should be at least as high as the standard in the classical languages, account being taken of the greater facility with which the former may be acquired. At present a knowledge of both classical languages is required in the general examination for the ordinary B.A. degree. The latter examination has, therefore, been considered in detail. In the scheme appended two objects have been kept in view—(1) the adaptation of the examination to the proposed differentiation of studies, and (2) its improvement as an educational instrument. The following points call for special notice:—

(1) The general examination is divided into two parts, either or both of which may be taken at the end of a year's study in the University; (2) prominence is given to English subjects; (3) the papers in the ancient and modern languages are intended to test the candidate's literary knowledge as well as his linguistic attainments; (4) a choice of scientific subjects is provided; (5) in addition to certain English subjects which are common to all candidates, students in letters are required to take two languages (one being Latin or Greek), and one of the scientific subjects, and students in science are required to take one language and three of the scientific subjects; (6) while the examination is a "general" one, the alternatives provided render it possible for each student to maintain some continuity of study throughout his course at the University.

It is believed that the scheme for the general examination set forth in outline would in itself tend to improve the education of candidates for the ordinary degree; but the Syndicate feel that, for the surer attainment of this end, reliance should not be placed on examinations alone. They are, therefore, prepared to suggest, at a later stage, that cognizance should also be taken of the instruction received by candidates. To bring the proposed alterations into effect many changes of detail would have to be made in the existing regulations of the University. Before entering upon the consideration of the necessary changes, the Syndicate desire to obtain the decision of the Senate upon the principles involved in the schemes, and they have therefore decided to set forth these principles in a series of separate resolutions. The Syndicate accordingly recommend:—

I. That the courses of study and examinations for the first degree (ordinary and honours) be divided into (1) courses for students in letters; (2) courses for students in science. II. That students in letters be required in the Previous Examination to take two languages other than English, one of the two being Latin or Greek. IV. That students in letters be required in the general examination to take two of the languages—Greek, Latin, French, German—one of the two being Latin or Greek. V. That students in science be required in the general examination to take one of the languages—Greek, Latin, French, German. VI. That the special examinations be divided into two groups, one for students in letters, the other for students in science. VII. That the tripos examination be divided into two groups, one for sturents in letters, the other for students in science. VIII. That students in letters and students in science who have done all that is required by the ordinances of the University be admissible to the degree of Bachelor of Arts, in letters or in science, as the case may be. IX. That the foregoing provisions do not come into effect until the Senate shall have approved detailed regulations on the subject.

To the report are added appendices containing (1) the scheme of alternative courses for the ordinary degree, and (2) the scheme of alternative courses for the degree in honours.

University Extension Summer Meeting.

The next summer meeting for University Extension students and others, the 13th of its kind and the seventh under

the management of the Cambridge syndicate for local examinations and lectures, will be held at Cambridge in August next. The meeting will be divided into two parts. Part I. will extend from August 2 to August 15 inclusive; Part II. from August 15 to August 28 inclusive. The principal subject of study will be the 18th Century, especially the period 1714—1789. The lectures will group themselves under the following heads: History, English Literature, Art, and France, in which many of the lectures will be given in French by French scholars. Opportunities of study will also be offered in science, education, and social reform, theology, and there will be special classes for foreign students. The price of tickets for the whole meeting is £2; for one part £1. 5s. The American Ambassador will open the first part of the meeting on August 2nd, with a lecture on "The rise of the United States in the Eighteenth Century, and the Tendencies of Its Development." Among those who will lecture during the meeting are the Master of Trinity, Sir Alfred Lyall, the Bishop of Durham and the Bishop of Ely. Lectures will be given on the History, Art and Literature of France in the 18th century by Professor Gabriel Monsa, Professor Alexandre Belgaine and Professor H. Lemonnier. Inquiries for further information should be addressed, endorsed "Summer Meeting," to the Rev. D. H. S. Cranage, M.A., Syndicate Buildings, Cambridge.

University News and Notes.

The Worshipful Company of Girdlers have offered to renew for a further period of three years their grant of £100 a year towards the study of Economics in Cambridge. This help is most opportune. Further assistance is still urgently needed in order to carry on the work of the course efficiently.

The degree of M.A. *honoris causa* has been conferred on Mr. H. A. Chapman, principal assistant at the Fitzwilliam Museum. Mr. Chapman has been on the staff of the Museum for upwards of 27 years.

The Council of the Senate report that, after consultation with the trustees under the will of the late Mr. Quick, a scheme has been approved establishing a fund to be called the Frederick James Quick Fund, and the income thereof to be applied to the promotion of study and research in the sciences of vegetable and animal biology. The administration of the income shall be entrusted to a board of managers consisting of the Vice-Chancellor and six members of the Senate elected by

grace of the Senate. A new professorship shall be established in the University called the Quick Professorship of Biology, the holder of which is to receive as stipend nine-tenths of the income of the fund, provided that this share does not exceed £1,000. It shall be the duty of the professor, until the Senate otherwise determine, to devote himself to the study of the Protozoa, especially such as cause disease, and generally to promote that branch of science by research and by the superintendence of a laboratory and otherwise. The balance of the income, if any, shall be applied—(1) to the professor for providing assistance and for the maintenance of the laboratory; (2) the remainder to be devoted as the managers direct to the furtherance of original biological investigations, and to the support and development of the study of vegetable or animal biology, either by contributions towards the stipends of existing teaching posts or by the establishment of new teaching posts.

At a Congregation held on March 15th a Grace was passed approving the recommendations of the Special Board for Oriental Studies, by which natives of Asia and Africa not of European parentage will be allowed to offer either Sanskrit, Chinese, or Arabic in lieu of Latin in the Previous Examination. At present such students have to pass in Latin and English, being exempted from Greek. The new arrangement will not come into force until detailed regulations have been approved by the Senate.

The election of officers for the Union next term has resulted as follows:—President, Mr. A. C. O. Morgan (Trinity); Vice-President, Mr. A. P. Hughes-Gibbs (Trinity); Secretary, Mr. H. A. Holland (Trinity); Committee, Messrs. F. D. Livingstone (Peterhouse), F. H. Keeling (Trinity), R. H. E. H. Somerset (Queens'), R. M. S. T. Momber (Trinity), R. Burrows (Trinity Hall), and R. M. P. Muir (Caius).

At King's College Mr. Leonard Hugh Graham Greenwood, B.A., and Mr. John Tresidder Sheppard, B.A., have been elected to fellowships.

In the report of the Local Examinations and Lectures Syndicate it is stated that during the last few years they have received many letters from principals of schools stating that they have found it necessary to adopt a school year beginning in September and ending in July, and that they have consequently had to relinquish sending in their pupils for the Cambridge Local Examinations. The Syndicate have come to

the conclusion that, having regard to the interests of schools which still desire to send in their candidates in December, and to the circumstances of many colonial centres at which it would for climatic reasons be unsuitable to hold the examinations during the summer, the examinations in December cannot be given up; but they have also come to the conclusion that, if the existing connexion is to be maintained between the University and many of the schools whose pupils it has hitherto examined, the convenience of these schools must be met by holding the examinations in the summer as well as in December. The Syndicate have therefore decided to ask the Senate to sanction the necessary changes in the existing ordinances.

Lord Justice Fletcher-Moulton has been elected to an honorary Fellowship at St. John's College.

Sir Edward Maunde Thompson, the Sandars Reader in Bibliography, will lecture on "The History of the Illumination and Ornamentation of Manuscripts" on April 26th and 27th and May 2nd and 3rd in the Archæological Museum.

The late Rev. E. H. Perowne, D.D., Master of Corpus Christi College, has bequeathed £160 to the Keeper and Fellows of Corpus Christi College for the purpose of founding a theological prize to be known as "Perowne's Theological Prize," to be competed for annually, the subject being the Book of Common Prayer or the Thirty-Nine Articles. He left his bust of the Apollo Belvedere to the Keeper and Fellows of Corpus Christi College to be placed in the library, and to each of the Fellows of the said College he bequeathed a book or books to be selected from his library. He also bequeathed his collection of amber collected on the Norfolk coast to the University of Cambridge.

DUBLIN.

University News and Notes.

Sir Charles B. Ball has been re-elected to the Regius Professorship of Surgery. George V. Hart has been re-elected to the Regius Professorship of Feudal and English Law. Pugin Meldon, M.D., has been appointed Assistant Demonstrator of Anatomy in the Medical School, *vice* Seaton Pringle, M.D., resigned. Henry H. Dixon, Sc.D., Professor of Botany, has been appointed Director of College Botanical Gardens, in succession

to F.W. Burbidge, M.A., deceased. Mons. Gerothwohld, D.Phil., D.Litt., has been appointed Assistant Lecturer in French.

The University of Dublin Choral Society recently gave a most successful and artistic performance of Mozart's Mass in C Minor.

The Army School, which commenced work last year, has been very successful in the first examinations held under the new regulations. The following have been gazetted to commissions:—F. R. George, B.A., 1st Connaught Rangers; M. B. Talbot-Crosbie, B.A., Royal Garrison Artillery; and M. Dochrell, Indian Army. At present there are 18 students attending the School, which provides lectures as follows:—One hundred lectures per annum in Tactics, Military Engineering and Topography, by Marmaduke Backhouse, M.A., C.E.; 60 in Military History and Strategy, by John Wardell, M.A., Professor of Modern History in the University of Dublin and in Queen's College, Galway; and 40 in Military Law and Administration, by J. S. Baxter, B.L. A sword, which will be given annually by Professor Wardell, in memory of his father, who fell at Tel-el-Kebir, to the Trinity College candidate selected by the Examiners as the best suited for a commission, has been won this year by Lieutenant F. R. George, Connaught Rangers.

The number of degrees conferred by the University during 1905 is as follows:—B.A., 173 (including 3 women); B.A. *ad eundem*, 227 (of these 225 were women); Lic. in Medicine, 7; LL.B., 13 (including one *ad eundem*); B.D., 17; B.A.I., 22; Mus. Bac. *ad eundem*, 2; M.A., 64; M.A. *ad eundem*, 154 (including 152 women); M.D., 21; Sc.D., 6; LL.D., 18; Litt.D., 5; M.Ch., 2; M.A.I., 1; Mus. Doc., 3.

These figures may be summarised as follows:—

	Men.	Women.	Total.
Total Graduates for 1905	379	389	768
Total for 1904	366	68	434

The following figures show the number of students on the College books in January, 1906:—Scholars, 70; Pens.: men, 906; women, 73; sizars and ex-sizars, 40; total 1,089. These figures compare favourably with the numbers of the last few years.

DURHAM.

University News and Notes.

The subject for the Gabbett Prize in 1906 is "Quid quid petitur petitur sub specie boni." Essays bearing a motto with the name of the writer in a closed envelope bearing the same motto as the essay, must be sent to the Registrar by May 1st, 1906. The Prize is open to members of the University of not more than five years' standing from matriculation. The subject for the Thompson History Prize in 1906 is "The Influence on European Civilisation of Contact with non-European Races." Essays bearing a motto with the name of the writer in a closed envelope bearing the same motto as the essay, must be sent to the Registrar by May 1st, 1906. The Prize is open to graduates of not more than six years' standing.

The examination for the degree of B.C.L. is held in alternate years. The next examination will be held in November, 1907.

The preachers at the Sunday Morning Services in the Cathedral during Epiphany Term have been Canon Knowling, Canon Body and Canon Kynaston.

H. Badham (St. Chad's Hall) has been elected President of the Union for Easter Term, 1906.

Under the auspices of the D.U.B.C. the Inter-Collegiate Races were rowed off on March 6th and 7th. The "Senate Cup" was again carried off by University College, this being their seventh successive victory. Hatfield Hall won the "Graduates' Cup," and E. C. Summers (St. Cuthbert's) secured the "Gabbett Challenge Cup" (sculling) for the second time. The D.U.R.F.C. brought their season to a close by defeating Hartlepool O.B. The season, on the whole, has proved satisfactory; 18 matches have been played, 8 won, 8 lost, and 2 drawn, with a total of 156 points for and 144 points against. The D.U.A.F.C. have played five matches this season, resulting in 2 victories, 2 defeats and 1 drawn game, with a total of 14 goals for and 12 against. Both the "Dons Cup" (Rugby) and the "Howder Cup" (Association) have been won by Armstrong College.

Armstrong College of Science.

Dr. William Mandell Thornton has been appointed to the newly-created professorship of Electrical Engineering at the College. He has been head of the Electrical Engineering

Department of the Armstrong College for seven years. He studied at the University College, Liverpool, from 1892 to 1896. On leaving College he was for two years Senior Lecturer in Engineering at University College, Bristol. At the request of the Council of Trinity College, Cambridge, he was referee in the examination of *theses* for the College Fellowships last year.

EDINBURGH.

University News and Notes.

Principal Sir William Turner's active official connection with the University of Edinburgh has now extended over a period of fifty years. The Students' Representative Council has therefore decided to organise on behalf of past and present students some expression of the universal appreciation that is felt for the revered Principal's distinguished and successful services.

At the annual general meeting of the Association for the Better Endowment of the University of Edinburgh a grant of £500 was made to the fund for the establishment of a chair or lectureship in Geography in the University. Efforts are being made by the Association to raise the lectureships in French and German in the University to the status of professorships.

The examinations for the Franco-Scottish Society's bursaries were held recently in each of the four Scottish Universities. The thirty-two candidates were made up of two from the University of St. Andrews, one from a Glasgow Training College, while the Universities of Edinburgh and Glasgow each sent fourteen. The bursaries have been awarded to Miss N. McWilliam and Miss J. M. C. Waltenberg, both students at Edinburgh University. The bursars are required to study French in France for at least three months during the year.

The regulations lately issued by the Joint Board of Examiners of the Scottish Universities include the certificate of having passed the Matriculation Examination conducted by the Joint Board of the Universities of Manchester, Liverpool,

Leeds and Sheffield, as one of those recognised by them as exempting from the Preliminary Examination in Medicine.

Women Graduates and the Parliamentary Franchise.

In the Edinburgh Court of Session on March 20th Lord Salvesen closed the pleadings and sent to the procedure roll for discussion the action by Miss Margaret Nairn, M.A., and four other women graduates of Edinburgh University, against the officials of the St. Andrews and Edinburgh Universities and the University Courts thereof for declaration that the pursuers, being on the register of the General Council of the University of Edinburgh, are entitled on the occasion of any future election for a member of Parliament to represent the two Universities to receive voting papers from the Registrar to vote by duly marking the same and to have their votes recorded. The pursuers state that among those entitled to vote in the election of such a member of Parliament is "every person whose name is for the time being on the register made up in terms of provision hereinafter set forth of the General Council of such University, being of full age and not subject to any legal incapacity." The members of the General Council include all persons on whom the University has after examination conferred a degree. Women were appointed to study for certain faculties under ordinances issued in terms of the Universities (Scotland) Act, 1889, and the first contested Parliamentary election since was in February last. In prospect of that election the pursuers applied to the Registrar of the University of Edinburgh to issue to them voting papers. He declined to do so. For the defence it is urged that the ordinances under the 1889 Act deal only with the educational conditions of graduation for women students, and make no reference to the General Council or the University franchise. By the statute of 1881 the Registrar is not directed to send a voting paper to each member of the General Council but to "each voter to his address," and the same Act provides that "no person subject to any legal incapacity shall be entitled to vote." Voting papers have, in consequence, never been issued by the Registrar to persons whose names are entered in the General Council's register, but who are legally incapacitated from voting in the election of a member of Parliament, as, for example, in the case of peers and women.

The case is not likely to come up again before May.

THE ROYAL UNIVERSITY OF IRELAND.

University News and Notes.

At a meeting of the Senate of the Royal University of Ireland at which Mgr. Molloy, the Vice-Chancellor, presided, a letter was read from Lord Meath resigning his position as Chancellor of the University. A resolution expressing regret at Lord Meath's resignation was unanimously passed.

The following resolution, proposed by the Roman Catholic Bishop of Limerick, and seconded by the Rev. Dr. Hamilton, was adopted:—"That the report of the Royal Commission in its animadversions on this University as an examining body indicated truly the essential defect in its constitution, and we believe that its reform in this respect to make it a teaching University, with colleges adequately constituted and brought into organic connection with it, is a matter of urgent need both for the University itself and for the interests of higher education in the country." Copies of the resolution were ordered to be sent to the Lord Lieutenant, the Prime Minister, and the Chief Secretary.

LEEDS.

The University Court.

A meeting of the Court of the University was held on March 2nd, Mr. A. G. Lupton, Pro-Chancellor, in the Chair. Sir Francis Sharp Powell, Bart., M.P., was elected Treasurer of the University, in succession to the late Sir John Barran. Mr. C. M. Gillespie was re-appointed an "additional member" of the Senate. Ordinances were adopted defining the conditions of registration for membership of Convocation, transferring to the Council a part of the authority of the Court with relation to affiliated institutions, conferring on the Council the power to institute new diplomas and amending the existing ordinance for the conferment of degrees in Law. The new LL.B. Ordinance postpones Jurisprudence from the Intermediate to the Final examination, and in the Final examination offers candidates a choice between alternative courses.

The business meeting of the Court was followed by a dinner, at which the principal guest was Sir Richard Henn Collins, Master of the Rolls. His speech was widely reported at the

time, and suggested much editorial comment in the London as well as the local press. The foundation of the great Universities of Yorkshire and Lancashire represented to him a great epoch in the history of the country. It was the nearest thing in modern times to the great wave of enthusiasm for learning that passed over Europe at the Renaissance. This revival had come at a time when the older Universities had ceased to be in direct touch with the main working element in the nation. The standard of University study heretofore recognised must be to some extent bent so as to meet the demands and requirements of this great class, and the founders of the University of Leeds had had the courage to act upon this idea. The University was teaching, for example, the arts of weaving and dyeing, but in such a way that for mere rule-of-thumb familiarity with certain processes there was substituted the operation of the mind and understanding by referring instances to principles. Speaking of the new Faculty of Law, the Master of the Rolls said it reflected nothing but credit upon the legal profession in the city of Leeds, because it was brought into existence by the public spirit and patriotism of a comparatively small number of individuals, who desired that their articled clerks should not merely be able to pass the examinations of the Law Society, but should be taught to apply to the exercise of their profession a trained understanding. Other speakers at the dinner were the Pro-Chancellor, the Vice-Chancellor, the Lord Mayor of Leeds, and Professor Phillips. The last-named was especially complimented by the guest of the evening for his brilliant speech.

University Extension at Leeds.

The University received another distinguished visitor on March 17th, when Sir John Gorst came down to give the principal address at a conference called for the promotion of extension work. Representatives were present not only from local education committees and literary and scientific societies, but also from the leading labour organisations in the district. The Vice-Chancellor, who presided, said that for 15 years they had had a special staff for agricultural education, and he supposed there was no county in England where more had been done to carry the teaching of scientific agriculture into the homes of those who could not attend the University than Yorkshire. Formerly also they co-operated with the federal Victoria University in extension work. They felt, however, that the time had now come for a general advance all along the

line. They did not wish to compete with the work which other Universities were doing, but in a county like Yorkshire, with a population of between 3,000,000 and 4,000,000, there was room for all the efforts which all the Universities could put forth. Sir John Gorst paid a tribute to the extension work done by the older Universities, and urged the growing democratic tendency of the time as a forcible reason for the encouragement of higher education among the mass of the people. There were many examples of eminently successful democracies, but they were instructed democracies. There was the most democratic of all—the Republic of Switzerland. The Swiss electorate was an educated electorate. Every one, from the peasant to the capitalist, was well educated there. He did not know that he could call Germany a democracy at the present time. Germany was governed by a highly skilful bureaucracy, and the people had not the power over the Government of the country that we possessed, but there were small European countries, such as Denmark and Holland, in which the power of the people over the government of the country was almost, if not quite, as great as our own. Those countries were extremely prosperous and well-governed. Denmark was able to compete successfully against us. Although we talked about the depression in agriculture, Denmark, which was purely an agricultural country, had no depression, and her prosperity was due to education, not technical education, but the general education of the Danish people which enabled them afterwards to receive and benefit by the technical instruction provided. The United States, Canada, and our New Zealand possessions were all democratic and flourishing. If we were to retain our proper position it was high time that we should better ourselves and try to make our people as well instructed and as well fit to manage their own affairs and those of the nation as the democracies abroad. A committee was appointed to promote the extension work of the University. During the meeting the prospectus of extension lectures for the session 1906–7, compiled by the Honorary Secretary, Dr. F. W. Moorman, was presented and circulated. It shows a large increase in lecturers and subjects over previous years.

University News and Notes.

At a Congregation held in the School of Medicine on March 23rd the honorary degree of M.A., granted by the Court, was conferred on Mr. Thomas Percy Sykes, of Bradford, President-

elect of the National Union of Teachers, which is to meet at Scarborough at Easter. The degree of M.Sc., also granted by vote of the Court, was conferred on Messrs. C. H. Bothamley, A. F. Barker and W. M. Gardner, honorary Associates of the Yorkshire College.

Mr. L. H. Greenwood, Assistant Lecturer in Classics, has been elected to a Fellowship at King's College, Cambridge. He was placed in the first division of the First Class in Part I. of the Classical Tripos in 1902, and in the First Class in Part II. in the following year. This is the second instance during the present session of the election of a Leeds Assistant Lecturer to a College Fellowship at one of the older Universities.

The new Observatory on Woodhouse Moor is to be formally opened on May 4th by Professor H. H. Turner, F.R.S., Savilian Professor of Astronomy at Oxford, and a native of Leeds. Dr. A. R. Dwerryhouse has been temporarily appointed curator.

The Vice-Chancellor will convey the congratulations of the University at the Quater-centenary celebration of the University of Aberdeen.

Miss H. Robertson, B.A., Mistress of Method, has been appointed to represent the University on the Governing Body of the Brighouse School for Girls and Pupil Teacher Centre.

Dr. H. M. Dawson, Mr. A. G. Perkin, F.R.S., and Mr. J. Gilchrist have been added to the Board of Faculties of Science and Technology.

A Mining Scholarship, of the annual value of £21, has been instituted by the generosity of Messrs. W. Cooke and Co.

Several members of the University of Leeds have taken an active part in the formation of the Roman Antiquities Committee for Yorkshire, which held its first annual meeting at York on March 4th, when an address was given by Mr. F. J. Haverfield, of Christ Church, Oxford, on the "Study of Roman Antiquities." The Chairman of the Committee is Dr. N. Bodington, Vice-Chancellor of the University.

The annual Students' Conversazione, on March 9th, was exceptionally successful. Opportunities were given of seeing the Textile, Dyeing and Engineering Departments at work, and the various tastes of visitors were also appealed to by a gymnastic display, a concert (conducted by Mr. T. J. Hoggett), and a performance of "The Rivals," under the direction of Mrs. Schüddekopf.

LIVERPOOL.

University News and Notes.

It has been decided to establish a chair of Classical Archæology for three years at the University. This step has taken with the help of a guarantee fund contributed by Mrs. George Holt, Miss E. G. Holt, Mr. Alfred Booth and Mr. Charles W. Jones. It is hoped that the chair will be permanently established before the three years have passed. Mr. Robert Carr Bosanquet has been elected to the new chair. The new professor was educated at Eton and Trinity College, Cambridge, where he held the Craven Scholarship for two years after graduating in 1894. For the last six years he has held the position of Director of the British School at Athens. One of the conditions of his appointment is that he shall have leave of absence for at least one term in the year to enable him to continue his archælogical researches in foreign countries.

Sixteen courses have been held this winter under the auspices of the University Extension Society. In addition to these, instruction has been given at our centre in the working of the Midwives Act. Special courses for uncertified teachers have been given at Blackburn, and large attendances have been registered at courses for Sunday School teachers of all denominations. The lending of books, reading unions, etc., are conducted under the auspices of the Extension Committee.

Interesting and encouraging reports have been received from the expedition sent out to West Africa by the Liverpool Institute of Commercial Research in the Tropics.

Prof. Herdman's two important volumes concerning his work on the Commission formed to inquire into the reasons of the decline of the pearl fisheries in Ceylon, have appeared. The matter was urgent because of the drop in revenue caused by the paucity of pearls. Prof. Herdman's reforms have been tried and yield most satisfactory results, both the quantity and the quality of the pearl oysters having increased.

Prof. Kuno Meyer has recently been elected member of the Council of the Royal Irish Academy.

Dr. Thornton, formerly of Liverpool, has been appointed to the Chair of Electrical Engineering at Armstrong College, Newcastle.

A modest University Settlement is to be planted in the virgin wilds of Everton in this city. A committee of members

of the Old Students' Association, Guild, Student Christian Movement and School for Social Training is organising the venture.

The visit of Mr. W. B. Yeats to Liverpool will not be forgotten for a long time by those who were privileged to hear him on March 15th. In his honour the Editors of *The Sphinx* gave an "At Home," which was attended by about 250 people. These and others assembled in the Arts Theatre to hear an address on "Literature and the Living Voice," by Mr. Yeats, with illustrations, to the accompaniment of a psaltery-like instrument by Miss Florence Farr, well known in connection with Mr. Gilbert Murray's Greek plays in London. Mr. Yeats' argument was a plea for the old folk method of reciting poetry, and many of us felt that if these old ways were anything like the way of Miss Farr less pleading ought to be necessary for their re-introduction and adoption.

The Guild of Undergraduates.

The long-expected Song Book made its appearance on the afternoon of the last day of the Lent Term and it *debut* that evening. It is of pocketable size with blue cloth back, with a tasteful design, by W. R. Ellis, done in silver, upon it. There is no song in it that anyone we know of would sooner have left out. In three years people up at Liverpool will be wondering how their predecessors ever managed to get along without it. (Published for the University Press of Liverpool by Williams and Norgate, 14, Henrietta Street, Covent Garden.)

The Debates Committee have decided to invite representatives from all the Universities of England and Wales to a great United Debate, to be held here towards the end of next November. Opinion as to the advisability of such a step is somewhat divided. It is felt to be a proceeding which can only be justified by conspicuous success.

The season for winter games has now come to an end. We may look back on the whole with gratification. The Ladies' Hockey Club has been very successful, and is supported very keenly. Their ground is not all that could be wished, but in some quarters it is thought that a better state of affairs in this direction is impending. The Rugby Club has been unfortunate, and this may be ascribed to the fashion amongst some of our best players of playing for other clubs. We suppose all city Universities suffer in the same way. It is very deplorable. A discussion of possible remedies at the next Inter-Universities

Students' Conference might not be waste of time. Turning to Association, where all has gone well, we find ourselves in a gratifying position. The devotion of a dozen men to a cause and a captain such as was shown by the 1st Team this season has been rewarded as it should. The Christie Challenge Cup—open to Leeds, Manchester and Liverpool—has come our way after a very long sojourn at Manchester. It is not perhaps the greatest gain which the team have got from this display of unselfish and whole-hearted effort on behalf of the University.

The Treasurer's Annual Report as to finances of the Guild of Undergraduates is summarised as follows:—

	1904–5.		1905–6.
Number of members of Guild...	590	...	740
Receipts from subscriptions ...	£436	...	£528
Liverpool Undergraduates ...	439	...	510
Grant from University	25	...	45

A balance on the year's working of £30 is anticipated.

One hundred and twenty-two pounds has been received up to the present towards the Old Students' Association Fund for the new University Union.

LONDON.

Convocation and the Work of the University.

At a meeting of Convocation held on March 6th, the following resolutions, recommended in the report of the Standing Committee, were moved by Dr. S. Russell Wells, and seconded by Dr. C. W. Kimmins:—(1) That the University is to be congratulated on the admirable work which has been done in the University Physiological Laboratory since its inception. (2) That the Senate should be respectfully urged to found similar research laboratories in other branches of science, and in general to use its best endeavours to increase the facilities for higher learning and research in all faculties. (3) That to this end panels of lecturers, analogous to the panels of lecturers in physiology and botany, should be constituted in every branch of learning with which the University is concerned. (4) That all such laboratories and teaching institutions for higher learning and research, supported or subsidized by the University,

should be equally accessible to all members of the University. (5) That a bureau of information should be established, and that it should be part of the duties of every teacher who is subsidized by the University to give such assistance in connexion with the bureau as may be necessary. (6) That any available funds of the University should be applied to the above co-ordination of higher learning and research, one of the chief objects for which the University was reconstituted. (7) That the University should be respectfully urged to make a public appeal in order to obtain further funds for that purpose.

After some discussion, in which Dr. Walmsley and Sir Philip Magnus, M.P., took part, the resolutions were put to the vote, the first by itself and the remainder *en bloc*, and carried unanimously.

University News and Notes.

A training course for University Extension lectures has been successfully held during the current term, and will be repeated after Easter. The course will consist of four lectures on "The Art of Lecturing," by Professor John Adams, Professor of Education in the University, and four lectures and demonstrations on "The Management of the Voice," by Dr. H. H. Hulbert. There will further be six meetings, at one or other of which each student will have an opportunity of delivering a portion of a lecture on a subject settled beforehand. These will be delivered in the presence of Professor Adams and Dr. Hulbert, who will give hints as to the management of voice and matter. The lectures and meetings for discussion will be held in the University of London, South Kensington.

It has been decided by the Senate that in future the time allowed to external students for their Practical Examination in Chemistry at the Intermediate Examination in Science shall be three hours.

It is interesting to note that twenty-one members of the Convocation of the University of London have been elected members of the new Parliament. Of these eighteen are Liberals, two are Nationalists, and one—the member representing the University—is a Conservative.

Arrangements have been concluded with the Education Committees of the Surrey and Middlesex County Councils by which the University will undertake the regular periodical inspection

and examination of a number of secondary schools in these counties—13 in Surrey and 8 in Middlesex. A pamphlet containing full details of the scheme of inspection and school examination (higher, matriculation, and junior standards) conducted by the University has been published, and may be obtained on application to the Registrar of the University Extension Board.

Dr. A. D. Waller, M.D., F.R.S., has been appointed to represent the University at the forthcoming Quarter Centenary celebrations of the University of Aberdeen.

The War Office has appointed Captain A. H. Marindin, D.A.Q.M.G., to be one of the military members on the Military Commissions Nomination Board of the University, in succession to Lieutenant-Colonel Perceval, D.S.O.

The Annual Report of the Physiological Laboratory Committee has recently been published. It states that courses of lectures have been given by Sir Lauder Brunton, Professor T. G. Brodie, Dr. Swale Vincent, Dr. F. W. Pavy, and Dr. G. Oliver. A number of papers, the outcome of work conducted in the Laboratory, have been published during the year. The Department of Chemical Physiology initiated in July, 1905, has been in working order for the last four months under the immediate supervision of Mr. J. A. Gardner. During the past year research work in experimental psychology has been conducted in the Laboratory. Two research students in this branch have been registered as Internal students studying in the University Laboratory for the Degree of D.Sc., offering as the subject for their theses "Studies on Fatigue."

The Senate have appointed Mr. Edward Alfred Minchin, M.A., now Jodrell Professor of Zoology and Comparative Anatomy at University College, to the recently-founded chair of protozoology. The professorship has been established, it will be remembered, by means of an endowment of £750 a year for five years made by the Secretary of State for the Colonies from funds contributed for the purpose partly by the Rhodes Trustees and partly by the Royal Society from the Tropical Diseases Research Fund originally established under the auspices of the Colonial Office.

The Senate have accorded to the Goldsmiths' Company a vote of thanks for their donation of £10,000 to the fund which is being raised for the establishment of an institute of medical sciences under the auspices of the University.

The Lindley studentship, of the value of £100, has been awarded to Mr. Charles Doree, M.A., B.Sc., to enable him to continue his researches in physiological chemistry in the physiological laboratory of the University.

The Student Christian Movement.

Mr. John R. Mott, M.A., F.R.G.S. (whose portrait is reproduced in this issue of the *University Review*) was one of the chief speakers at the second Annual Public Meeting of the Student Christian Movement of Great Britain and Ireland, which was held on March 29th, in Exeter Hall, London. In the unavoidable absence of Lord Reay, President of University College, who was detained in the House of Lords, the chair was taken by the Rev. Prebendary Fox, of the Church Missionary Society. The meeting was largely attended by a very representative company of London students and their friends; many professors and other teachers of the London colleges supported the Chairman on the platform. The General Secretary, Rev. T. Tatlow, presented an interesting report upon the progress of the Student Movement in British Colleges. He laid emphasis upon the increasing hold which was being gained on the Colleges by the Christian Unions, instancing as the most striking case one University College where the Christian Union had a membership of 90 per cent. of the whole body of students. He stated that the number of students engaged in voluntary Bible Study had doubled itself in less than five years. The students who had definitely expressed their intention of becoming foreign missionaries numbered 2,600, of whom 1,120 were already in the mission field. Mr. R. P. Wilder, M.A., of Princeton University, U.S.A., dealt with the strategic importance of the period of student life in view of the positions occupied by students in after-life. He gave an encouraging report on the general progress of Christian work among students during the present session, when he has visited many Universities and Colleges as Travelling Secretary. He pointed to the significance of the fact that never before had students all over the world been enrolled in such large numbers in Bible study. Mr. John Mott, who had reached England on the previous day, after a tour through the University centres of Holland and France, and left two days' later on a prolonged visit to the Colleges of South Africa and South America, was enthusiastically received. He gave a world-wide view of

the salient features of the work of the World's Student Christian Federation, dealing with the conditions and prospects of Christian work among students in America, in Japan, in India, in China, and in the Continental Universities. The most remarkable feature of his address (of which it is impossible to give a short report) was the success with which he manipulated a mass of statistics and inspired figures with living interest. Probably no man has a more intimate acquaintance than has Mr. Mott with the conditions of University life all over the world, an acquaintance which he has gained by personal visits to over 700 Colleges. In recognition of his services to students, the University of Yale has conferred on Mr. Mott the honorary degree of M.A., and in recognition of his extensive travels the Royal Geographical Society has given him its Fellowship.

Bedford College for Women.

The Goldsmiths' Company has granted £1,000 and the Grocers' Company £25 to the building and endowment scheme for Bedford College for Women. Two more donations towards the Queen's special list of £100 contributions have been received since the last announcement—from the Duchess of Marlborough and from Mr. and Mrs. Henry Yates Thompson.

The Council and Principal will hold the usual reception at the College on Commemoration Day, May 9th, 4-0—7-0 p.m., after the Presentations for Degrees at the University of London.

King's College.

The Council of King's College have accepted the resignation of Prof. T. C. Hayes, M.D., of the Chair of Obstetric Medicine and Diseases of Women and Children, and have appointed Dr. John Phillips as Professor of Obstetric Medicine and Diseases of Women, and Dr. G. F. Still as Professor of Diseases of Children, at King's College Hospital.

Dr. W. E. Dixon, of Downing College, Cambridge, has been appointed to the Chair of Materia Medica and Pharmacology.

Dr. A. C. Headlam, Principal of King's College, has been appointed to represent the College at the celebration of the fourth centenary of the University of Aberdeen.

A most interesting lecture was delivered recently at the College by Prof. Schick, of Munich, on Shakespeare in Germany. The lecturer said that the German's knowledge of Shakespeare was begun in the schools and completed in the Universities. In the University of Munich there were now six professors of Shakespeare, each lecturing from different standpoints. In each University the Neuphilologische Vereine concerned themselves largely with Shakespeare, and their membership was steadily growing. During 1905 Shakespeare had been played in German in 146 theatres, and 28 plays had been given.

University College.

Dr. Lutoslawski will lecture next term on Polish Literature, dealing particularly with Slowacki's King's Spirit. His lectures will be held on Mondays, at 5-30 p.m., beginning on Monday, May 7th, and will be open to the public without fee or ticket. The detailed prospectus of his course can be obtained on application to the Secretary of University College.

Prof. J. D. Cormack, B.Sc., M.Inst.E.E., has been appointed the Council's representative at the quater-centenary celebrations of the University of Aberdeen.

The title of Emeritus Professor of Civil Engineering and Surveying has been conferred by the Council on Mr. L. F. Vernon-Harcourt, who occupied the Chair of Civil Engineering at University College for 23 years.

MANCHESTER.

University News and Notes.

The death of Mr. Alfred Neild has deprived the University of a sincere friend, who rendered valuable service to it in the past. He was for many years Chairman of Council, and Treasurer of the Owens College and subsequently of the University. The Senate and Court have both passed a vote expressing their profound sense of the loss sustained by the University, and their sympathy with Mr. Neild's family.

It has been decided to institute three new lectureships in connection with the Faculty of Law. The lectureships will deal with the following subjects:—(1) Law of Public Rights

and Civil Injuries; (2) Criminal Law, Law of Evidence and Law of Procedure; (3) Probate, Ecclesiastical and Admiralty Law and Practice, Bankruptcy and Company Law. This is the outcome of a proposed development of the University courses of legal education which will make these courses embrace all the subjects required for the intermediate and final examinations of the Law Society. With this extension, which has been rendered possible owing to a new source of income having become available for the purpose, the courses of legal training at the University will include all the requirements for the examinations for the University law degrees as well as for the examinations for the Bar and the Law Society.

Mr. J. W. H. Atkins, M.A., Lecturer in English Language, has been appointed Professor of English Language and Literature in Aberystwyth University College.

The Council has appointed Miss Barbara Foxley, M.A., to the post of Mistress of Method and Assistant Lecturer in Education. Miss Foxley has held the post of Headmistress at Dewsbury High School, and at St. Mary's Endowed School, Walsall. She has lately held a temporary appointment in the Manchester Training College.

The Court has approved of certain changes in the Ordinances regarding degrees in Medicine, whereby a slightly increased part of the five years' medical course will be allotted to the study of the more practical and professional parts of the curriculum.

It has been decided to institute a certificate in Biblical Knowledge, which will be awarded after an examination conducted under the direction of the Faculty of Theology. The certificate will not be limited to members of the University, but is intended to be useful to teachers both in primary and in secondary schools, to Sunday school teachers and to others generally interested in the subject. The subjects of examination will be the contents of the Old and New Testaments, the History and Geography, and a portion either of the Old or New Testaments in English or a Gospel in Greek.

The following have been appointed Junior Demonstrators in Physics:—Sidney Russ, Herbert Stansfield, B.Sc.

Mr. R. T. Williamson (Lecturer in Observation of Children and School Hygiene) has been appointed a representative of the University on the General Organising Committee of the Second International Congress on School Hygiene.

A gift has been received from Lord Goschen of an interesting collection of books and pamphlets on Currency.

The proposed University certificate in Mining has been recognised by the Home Office for the purposes of the Coal Mines Regulation Amendment Act, 1903.

Mrs. Fielden, of Centre Vale, Todmorden, who has been a generous benefactress of the Education Department of the University, and to whom the foundation of the Sarah Fielden Chair of Education is due, has conveyed to the University and to Mr. A. T. Bentley as trustees three houses and the sum of £4,000 as an endowment to be used for the maintenance of the school which is at present being carried on under the name of the Fielden Demonstration School. The Fielden School has already proved its usefulness in facilitating the scientific training of teachers in connection with the Department of of Education, and Mrs. Fielden's endowment will now help to place it on a permanent basis. The management of the School will be in the hands of a committee constituted under the terms of the trust deed, and the director will be the Sarah Fielden Professor of Education in the University for the time being.

Dr. C. H. Lees (Lecturer in Physics) has resigned his post on his appointment to a professorship at the East London Technical College. Dr. Lees has also been nominated for election as a Fellow of the Royal Society.

The University of St. Andrews has resolved to confer the degree of LL.D. on Professor Young.

The Chemistry Department has received from Miss C. M. Dale, of Greenmoor, Buxton, a gift of a number of interesting works on chemistry belonging to her late father and a portrait of the late Professor Schorlemmer.

Under the will of the late Mr. James Scarlett the University has received a bequest of £1,500 for the foundation of a scholarship in Engineering, to be called the James Scarlett Engineering Scholarship. The scholarship is to be open to candidates who reside in or near Manchester and are members of the industrial classes.

A prize, consisting of books to the value of £5, has been instituted in memory of the late Mr. Leo Grindon by an anonymous donor. The prize will be awarded annually for proficiency in Botany.

Professor Core has been appointed Emeritus Professor on his retirement from the staff of the University.

The degree of M.Sc. Tech. has been conferred on the following lecturers in Technology:—T. W. Fox, Charles W. Gamble, W. W. Haldane Gee, J. Hübner, H. G. Jordan, E. Knecht, J. Radcliffe, and J. P. Wrapson.

Dr. J. W. Slaughter, the Secretary of the Sociological Society, gave an interesting lecture to the Manchester University Sociological Society recently on Immigration and Colonisation.

Ordinances were passed at the last meeting of the University Court admitting institutions associated with the University to certain privileges. Defined courses of instruction in these institutions will be recognised as equivalent to one year's study at the University. In this way it will be possible for a student who has gone through such a course to obtain a degree after two years' study at the University.

Manchester University and the London "Charlottenberg" Scheme.

Speaking at a meeting of the University Court on March 14th, the Vice-Chancellor, Dr. Alfred Hopkinson, K.C., made special reference to the institution which is about to be established in London for advanced technological education. The Manchester University, Dr. Hopkinson said, might look upon the scheme with perfectly friendly eyes. But he felt that some word of protest should be uttered in respect to some of the comments that had been made. A claim had been put forward that this new technological institution should be an Imperial concern, and that all others like it should be regarded as merely provincial or local concerns. It was against this idea that he thought a protest should be made. Manchester could not recognise that "The New Charlottenburg" in London, or whatever it might be called, had any claim to be given an Imperial character. Already the technological work done in Manchester had attracted to the University and to the School of Technology in Whitworth Street students from the whole of the British Empire and from other countries as well. The educational work already done in Manchester in the direction of applying scientific knowledge to the development of industries

was in no sense inferior to that which was contemplated at this so-called "Imperial" institution. In the buildings now being held by the University of Manchester men had been trained for many years to apply scientific knowledge in the development of industries. "The New Charlottenburg" had been spoken of as a new development in education, but it was nothing of the kind; it was an imitation not of Charlottenburg, but of Manchester. Dr. Hopkinson said he suspected that if the new institution claimed to be Imperial it would claim support from Imperial funds, and if this were done he gave warning that the Manchester University would urge an equally strong and a prior claim. He urged that no institution that might be set up in London could possibly have the vitality of an institution placed, like Manchester's, in the centre of the greatest manufacturing population in the country.

The Faculty of Technology.

On March 21st an interesting ceremony was performed at the University, when the Vice-Chancellor admitted 108 students at the School of Technology as members of the University. These students are working for the certificates and B.Sc. Tech. degree of the University. In the course of a short address of welcome to the new undergraduates the Vice-Chancellor said that in the Charter of the University the authorities contemplated the formation of new faculties in view of the fact that there were several institutions in Manchester doing important educational work of the highest value. The Faculty of Music closely associated the University with the Manchester Royal College of Music and the Faculty of Theology associated the University with the theological colleges of Manchester. So, also, when the Faculty of Technology was instituted it was contemplated that this Faculty would establish a relation with the School of Technology, which had been equipped with such liberality by the citizens of Manchester.

It is stated that of the 377 students attending the day classes of the Manchester Municipal School of Technology, 83 have served in workshops during periods of from two or three to ten years.

OXFORD.

University News and Notes.

The Mastership of University College, lately rendered vacant by the resignation of Dr. Bright, has been filled by the election of Dr. Reginald Walter Macan, Tutor and Librarian of the College, and University Reader in Ancient History. Dr. Macan was born in Dublin in 1848, and was educated at St. Columba's College, Dublin, the Charterhouse and University College, Oxford. In 1869 he took a first class in Moderations and a first class in the Final School in 1871. He became a senior student of Christ Church in 1872, was elected Hibbert Travelling Scholar in 1873, and Fellow of University College in 1884. Dr. Macan is a member of the Hebdomadal Council, and has frequently examined in the Honours School of *Lit. Hum.*

The sum of £3,000 has been collected as the result of an appeal made by Mr. E. W. B. Nicholson, the Librarian of the Bodleian. This was the amount required to recover for the Library a copy of the First Folio edition of Shakespeare, originally sent to it in 1623 or 1624 by the Company of Stationers, and believed to have been sold in 1664 as one of a number of superfluous books.

The inaugural lecture by the new professor of Poetry in the University, Prof. J. W. Mackail, was attended by a large audience. The lecturer took as his subject "The Progress of Poesy."

A deputation of 20 undergraduates waited upon the Bishop of London recently and presented him with a pastoral staff on behalf of the undergraduates of Oxford University. Accompanying the gift was a book containing 400 signatures of the subscribers, together with a cheque for the balance of the subscriptions, made out to the East London Church Fund. The President of the University Athletic Club (Mr. Cornwallis), in making the presentation, said it was a token of the affection and esteem in which the undergraduates held the Bishop. The Bishop, in reply, said that there had been few things in his life that had given him such unalloyed pleasure as this gift from Oxford. He would go on into his often difficult work cheered immensely by the love and sympathy that had been shown to him by the undergraduates of Oxford.

The third and last Exhibition of Historical Portraits is now being held at Oxford. The period covered is from 1714 to 1837, and the portraits include several by Sir Joshua Reynolds Romney, Sir Thomas Lawrence, Hoppner, Gainsborough and one by Hogarth.

The University has gratefully received from the widow of the late Mr. S. William Silver a valuable collection of New Zealand birds.

Congregation has passed a statute requiring translation from foreign languages as an essential part of the Honours Examination in Modern History.

Hugh Edward Egerton, M.A., Corpus Christi College, Beit Professor of Colonial History, has been elected to a Fellowship of All Souls.

Mr. Francis Y. Edgeworth, Fellow of All Souls' College, has been re-elected to the Drummond Professorship of Political Economy for a period of five years from February 21st last.

Mr. William Osler, Regius Professor of Medicine, has been appointed representative of the University on the Council of the Lister Institute of Preventive Medicine, in the place of the late Sir John Burdon-Sanderson.

After a keen contest in every case the following have been elected officers of the Oxford Union Society:—President: Mr. H. Lygon, Magdalen; Librarian: Mr. N. S. Talbot, Christ Church; Junior Treasurer: Mr. A. H. Villiers, Magdalen; Secretary: Mr. W. G. C. Gladstone, New College.

In a Convocation held on March 21st, Mr. H. W. B. Joseph, Fellow of New College, and Mr. H. J. Cunningham, Fellow of Worcester College, were admitted as Procters for the ensuing year. The outgoing Senior Procter, Mr. Webb, Fellow of Magdalen College, delivered the customary Latin Valedictory address, in which he reviewed the chief events of the past year. He spoke of the losses suffered by the University during his term of office by the death of Prof. Burrows, of Mr. Monro, the Provost of Oriel, of Sir John Burdon-Sanderson, of Mr. Duff, of Mr. Grose, of Captain St. John and of Dr. Greenidge. In the course of his speech Mr. Webb said that there was no need for a Royal Commission of Inquiry into Oxford Government and Finance so long as the Colleges continued to assist the requirements of

the University as they were doing and the University continued to keep in view the public advantage. On the nomination of the Senior Procter, Mr. H. A. L. Fisher, Fellow of New College, and Mr. L. G. W. Legg, New College, were elected as his deputies, and the Rev. F. J. Lys, Fellow of Worcester, and Mr. H. A. Prichard, Fellow of Trinity, were elected as Pro-Procters, on the nomination of the Junior Procter.

The Rev. James Franck Bright, D.D., late Master of University College, has been elected to an honorary Fellowship at that College.

The Indian Civil Service delegates have elected Mr. James E. Bridges, late I.C.S., the Acting Lecturer in Burmese, to be Lecturer in Burmese. The delegates have also elected Mr. W. Hoey, M.A., D.Litt.Dublin, to be Lecturer in Hindustani.

SHEFFIELD.

University News and Notes.

Mr. John Alfred Green, B.A., Professor of Education at the University College of North Wales, Bangor, has been appointed first Professor of Education at Sheffield University.

The Sheffield Society of Engineers and Metallurgists have contributed £100 towards the purchase of a Brayshaw hardening furnace for use in the Engineering and Metallurgical Departments of the University.

WALES.

The Need for Increased Treasury Grants for Welsh Colleges.

A deputation representing the University of Wales and the Welsh University Colleges visited the House of Commons recently for the purpose of laying before the Welsh members of Parliament the need for increased Treasury grants to the Colleges. The present contribution is £4,000 per annum to

each of the Colleges, and it was urged that this should be doubled at least. After Lord Kenyon had spoken, Principal Reichel (Bangor University College) said that Wales had contributed to her University colleges in proportion to her population 2·17 times as much as England to her provincial Universities and University colleges. The actual figures were: for England £4,180,000, and for Wales £580,000 odd. Wales contributed to secondary education on the same basis nine times as much as England in rates. Principal Roberts (Aberystwyth University College), Principal Griffiths (Cardiff University College), Professor Anwyl (Vice-Chairman of the Central University Board), Sir Isambard Owen, and the Mayor of Swansea also spoke. Sir Alfred Thomas, the Chairman of the Welsh Parliamentary Party, in reply, assured the deputation of the sympathy of the Welsh members, who would arrange an early date for pleading their cause before the Chancellor of the Exchequer.

UNIVERSITY COLLEGES.

University College, Bristol.

Miss Muriel Wheldale has been appointed Assistant Lecturer in Botany in the Faculty of Arts and Science. Miss Wheldale was Bathurst Student of Newnham College, Cambridge, and in the Natural Sciences Tripos obtained First Classes in Parts I. and II.

Dr. Fortescue Brickdale has been appointed Demonstrator of Physiology in the Faculty of Medicine.

The title of Associate of the College has been conferred on the following students:—Mr. Frank P. Burt, B.Sc., Mr. Campbell Grant, B.Sc., and Miss Elsie B. Pearce, B.Sc.

The College will be represented at the Quater-centenary Celebrations of the University of Aberdeen, which take place in September next, by the Principal, Dr. C. Lloyd Morgan, F.R.S., who is an alumnus of that University.

The Council have placed the Great Hall and class rooms of the College at the disposal of the Sanitary Congress which will meet in Bristol in July. Several members of the Staff are taking an active part in the work of the Congress.

University College, Nottingham.

Owing to the growth of the College it has been decided to subdivide the existing departments and to found new ones.

In the Department of Language and Literature, Prof. Weekley has been placed at the head of the Department of Modern Languages; Prof. Granger takes charge of Classics and Philosophy; Prof. Henderson is now Principal of the Day Training College. A department for the Training of Secondary Teachers, and a department for Law are also being arranged.

In Mathematics and Physics, a separate department of Physics is now under the control of Prof. Barton.

In Engineering a new department of Applied Mechanics has been assigned to Prof. Morley, who also takes special charge of the technological classes.

The Senate, which previously included Principal Symes, Vice-Principal Heaton, Professors Carr, Kipping and Robinson, and the Registrar (Mr. P. H. Stevenson), is now enlarged by the addition of the heads of the new departments.

The value of the technical classes at the College is recognised by several local engineering firms, who have, for some time, paid the fees of those apprentices who attend certain technical classes.

Hartley University College, Southampton.

Two new Assistant Lecturers have recently been appointed to the College, viz., Mr. L. Naylor, B.Sc., to the Department of Chemistry, and Mr. A. Eastwood, B.Sc., to the Department of Biology. Mr. Eastwood is giving special attention to the re-organisation of the Museum.

We hope soon to welcome to the College Mr. F. Clarke, B.A. (Oxon.), who has been elected to the Professorship vacated by Prof. Fletcher. Mr. Clarke has had a distinguished career. He began his scholastic course in an elementary school, served as a pupil teacher, and came out sixteenth in the first class of the scholarship list. He then went up to the Oxford University Day Training College, where he not only prepared himself in professional subjects, but also read modern history for the University examination, and he eventually passed with first class honours. From Oxford he proceeded to London in order to gain experience in teaching at a higher grade school. Thence

he passed to York, where for two and a half years he has been Senior Master of Method in the Diocesan Training College. Mr. Clarke takes an interest in sport, particularly in rowing.

The course of six public lectures arranged by the Council and the Senate of the College has now been completed. The interest of the people of Southampton has been well maintained, and the course must be regarded as a distinct success.

On February 8th Prof. Cavers treated in a lucid and masterly manner the important biological problem of "Germs and Germ Life;" while on March 8th Mr. A. H. Burnand brought the series of lectures to a close with a very able discussion of "The Motive Power of the Future."

During this term Mr. Baldwin-Wiseman has been giving a special course of ten interesting lectures on Sanitary Science, which has been well attended by a class numbering nearly thirty. In connection with this class a series of visits has been arranged for next term to waterworks, chemical works, isolation hospitals, etc.

Mr. Baldwin-Wiseman has recently been appointed Examiner in "Land Surveying" for the Technological Scholarship examinations of the London County Council.

ERRATA.

In the article by Mr. W. M. J. Williams, on "The Cost of Education," line 25 in the second paragraph on page 49, should read "it does *not* include," etc.

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VOL. III. No. 13.

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The University Review

NO. 13. VOL. III. MAY, 1906.

Patriotism in the Universities.

The article by Sir William Ramsay, K.C.B., F.R.S., which appeared under the above title in the April number of this *Review* has aroused considerable interest. The suggestion put forward in this article was briefly as follows :—

> "Recognising that it is the duty of every able-bodied man to be prepared to defend his country, let us ask how can university men contribute to this end? By becoming volunteers, it may be answered. True; but could not some arrangement be made whereby service would be made compatible with academic work? . . . . Could we not form the habit of devoting one of our university years to shooting and drill? Is it not fitting that the brains of the nation should set the example to the rest? Would it not be possible to create the feeling that not to have learned to defend one's country is "bad form?" That to have taken a degree without having done one's duty is unworthy of our manhood."

The subject was thrown open for discussion in these pages and in response to the Editor's invitation a number of contributions have been received.

Colonel F. N. MAUDE, C.B., Lecturer on Military History in the University of Manchester, writes :—

"I have studied the question put forward by Sir William Ramsay for many years, and have had many opportunities of

comparing the forces at work, in our own and foreign countries, which tend to develop an active spirit of patriotism in each. I submit that the principle cause of the pitiable neglect of public duty shown by those classes of the nation who frequent the different universities, is primarily due to the profound ignorance which exists in this country of all that war means and its inevitable consequences to the beaten side.

In Germany and the eastern districts of France, in both of which I passed much of my childhood—before 1870—the visible testimony of defeat in the shape of ruined houses, etc., lay all around us, and there were still many who remembered the horrors of pillaged villages and murdered friends and relations—probably their stories lost nothing by repetition—but it was impossible for us to ignore quite obvious facts. The consequence was that we all grew up with the conviction that the first duty of every able-bodied man was to fit himself physically and mentally to defend his country. "Kein schœneves Todt it auf der evelt," as we used to sing on our country expeditions, which took us to scenes of violence which were interpreted to us on the spot instead of only in the class-room by our instructors. That was our history teaching. My utter disgust when I was transferred to an English Public School and heard the Services discussed purely from the standpoint of £. s. d. and prospects of promotion by the boys—they were altogether ignored by the masters—I can recall after nearly 40 years most vividly. We cannot reproduce ruined homesteads, etc., to order, but we can at least teach modern history with due reference to the part which war has played in its making. The objection usually urged against this course is that to expose the absolutely hideous truth that lies at the bottom of it is immoral and unchristian. The same might equally well be urged against the teaching of hygiene and medicine, for in each the inexorable and pitiless nature of natural law is made obvious.

We insist on considering war as an act consciously willed by individuals mutually consenting, and imagine that by teaching people that to kill, burn and destroy is morally indefensible we shall succeed in persuading them to forego the appeal to arms altogether. The Continental expert view is quite otherwise. To them, war is "neither moral or immoral in itself, but is an inevitable consequence of human intercourse," to quote Clausewite; in other words, that war is the struggle for the survival of the fittest transferred to the national plane—the extreme

form of competition, in fact, where there is neither law or police to interfere. Viewed in this way, it becomes a tendency towards disease and decay in the national body—the consequence of moral infection—and, like disease in the individual body, it can best be averted by measures of national hygiene. We are not quite agreed as to the best form this national hygene can assume, but I think that if we consider war as a disease, as a kind of fever arising from infection by the bacilli of envy, hatred, and malice, and all uncharitablenes, we could officially appeal to our pupils without coming into collision with even the "peace at any price party."

The Hon. Sir JOHN COCKBURN, K.C.M.G., writes:—

Sir William Ramsay has struck a true note of patriotism. The blue-water school which puts its whole trust in naval defence comprehends but half the requirements. There is an analogy between national and individual prophylaxis. It is not sufficient merely to attack hostile germs outside the organism, there must also be means to deal with invasions. Land forces are necessary to perform the office of phagocytes in the blood which destroy intruders. The life of no country is insurable unless its male adults are arm-bearing. Any nation neglecting this precaution is guilty of conduct calculated to provoke a breach of the peace and invites war. The universities set the standard for the rising generation. Youth adores the art of self defence, and it should be easy to transfer the cult of gloves and foil to the rifle, which is the fist of the nation. The attraction of drill is not less than that of shooting; it does much to call forth the constructive faculty. It is fascinating to draw lines and figures with the superb material of men. In practice the necessity of changing clothes for drill is an obstacle to large and frequent musters, and this might be overcome by permitting a uniform serge to be worn with removable facings which could readily be donned and detached.

Professor DE BURGH BIRCH, Dean of the Faculty of Medicine, University of Leeds, writes:—

"First and foremost, I place the conviction that some form of general military service is necessary, in this country, in addition to the standing regular army. Shirk the idea as the

nation may, I do not see how it can escape from the situation. The question simply turns upon the number of trained men that can be put into the field at short notice, and no one has yet suggested how the requisite number is to be obtained otherwise. Every man physically capable of bearing arms must be at the call of the nation. Instead of general compulsory service, I should like to see the sentiment expressed and acted upon as 'Universal Voluntary Service.' The wants of the nation have been fully discussed in the pages of the daily press and by men who are capable of forming opinions on the subject. Lord Roberts is constantly pointing out that we must do something which will enable us to put large numbers of trained men into the field. Rifle clubs, instruction of school boys in military evolutions, and the formation of habits of discipline are paliatives applied as first remedies to turn the mind of the unimaginative multitude into the ultimate direction which all will have to acknowledge as the only solution, namely, general service.

Our wants, it appears, are clearly these:—

1. A standing army (Regulars) voluntarily enlisted and constituted as at present. This is the outcome of experience and the nation lends itself to it.

2. A reserve created out of the standing army which can be recalled to the regular army in times of need at short notice, as at present.

3. A territorial national army essentially for home defence in which the services of every able bodied man should be available.

This army should absorb and replace militia, yeomanry and volunteers, and a sufficient length of service in the first instance to shape the soldier should be agreed upon. Experiments in this direction are being tried, and it will not be long before more certain knowledge will be obtained on this point. The main thing that must be determined is that the manhood of the nation, without distinction of class or fortune, must be liable to play his part either compulsory or voluntarily. The former if he will not have the latter. Because there is no question whatever that the many lay the unction to their souls that there are plenty to volunteer into existing organisations why therefore should they trouble themselves with the matter.

A national territorial army must be created complete in all its branches and properly co-related in details. This implies

a large body of officers whose education would render special methods of instruction imperative. In this the universities which are now numerous and to whose numbers additions will probably be made would offer many centres where the theoretical, literary, and even ethical side of the officer's education might be undertaken. Departments of military study or technology could offer military history, law, the theory and practice of physical training, sanitation, the chemistry and management of explosives, military engineering, and possibly others in suitable short courses which the aspirant to the officer's rank could study concurrently with even civil avocations. Such courses would be consonant with an academic atmosphere and would no doubt be a gain to the universities in many ways. One gain would be the greater contact established between the cultivation of individualism and the debt which each man owes to the national life, and it would foster feelings of patriotism. The patriotic feeling is there. As far as the rank and file are concerned the education which one year or even six months' consecutive service in a military organisation could give is incalculable. Regular food, regular and well-ordered exercise and physical culture, the acquisition of ideas of discipline, would all tell on domestic life and would react on the national life in a healthy manner.

It would be no inglorious part that a university would have open to it in associating itself with such a movement.

Lieutenant-Colonel STAINER WALLER, Commanding the Oxford University Volunteers, writes as follows :—

"I would offer the following remarks on Sir William Ramsay's interesting article. He asks, granted that it is the duty of every able-bodied man to be prepared to defend his country, 'how can university men contribute to this end?' He suggests the following :—

(a) By becoming volunteers.

(b) By devoting one of the university years to shooting and drill.

(c) By the institution of a military degree for those who intend further to pursue the military calling.

First, as regards volunteering. The total numbers enrolled of the Oxford University Volunteers (where volunteering has never been so popular as at Cambridge) was, in 1905, 515,

which is considerably above the average of the years since 1860; the highest number reached since that date being 638, during the Boer war, and the lowest, 174, in 1888.

This does not, however, represent the total number of undergraduates who have been trained to arms, for although a large number of men who have served in the school corps do join the university volunteers, many do not, influenced by many reasons, prominent amongst these being probably the popularity, or otherwise, of volunteering in their particular college; this is a very variable factor even in the same college at different times, and depends, like so many things at a university, upon the personality of it college advocates. The present strength of the corps is fairly satisfactory and shows signs of a steady, if slow, increase.

As regards Sir William Ramsay's second suggestion, viz., that of devoting one of the university years to shooting and drill (presumably *vicé* games and other pursuits), I will say at once, that, so great a revolution would it necessitate in so many cherished institutions, that I do not believe it practicable at any rate, at the present time.

His third suggestion, that of the institution of a military degree for those who intend further to pursue the military calling, is already in existence at Oxford in the shape of what is locally known as group E, which can be taken up by a man going in for a group (or pass) degree. It comprises military engineering, topography, strategy, tactics, combined training, military law and military administration. It is obligatory for a candidate for a university commission. There has also recently been established at Oxford a university lectureship in military history anonymously endowed for three years.

But, I would deprecate the concluding words of Sir William Ramsay's suggestion on this point, viz., that the degree should be 'for those who intend furthcr to pursue the military calling.' What we surely want is that the universities should turn out men into *every profession* fit to officer the reserve forces. How can this be done? Well! the machinery exists, for I think it will be allowed that a university graduate who has been for three years an efficient volunteer, and who has passed in group E, would, as regards military education, be fit for a commission in the reserve forces.

The crux comes in that only a few men outside army candidates go in for a pass degree. How can this difficulty be met? for our theory of perfection surely is that every graduate

who passes out into life, whether his degree be classical, mathematical, law, history, science, or what not, should during the process of acquiring it become "fit to defend his country."

I speak under correction, but I believe that any university man who wished to do so would be allowed to pass in group E independently of his degree in another subject, but, although the subjects of the group are not difficult to master they would still require time and labour in addition to that occupied in volunteering which a man reading for honours could ill afford, and would necessitate either an extra term or hard work in the vacation. It is perhaps here that the Secretary of State for War might step in with an honorarium.

Professor R. J. HARVEY-GIBSON, Dean of the Faculty of Science in the University of Liverpool, writes :—

"Both as a professor in an English university and as a volunteer officer I desire to express my entire concurrence in the views put forward by Sir William Ramsay, and to say that I am in the most hearty sympathy with every effort to awake in the minds and hearts of members of every one of our universities, of every academic rank—alas that such awakening should, in the majority of cases, be necessary—the sense of loyalty and patriotism, not merely to their university, but also to their country and to their King.

In the early years of the nineteenth century after the disastrous defeats she suffered at the hands of Napoleon and his marshals, Prussia, incited to the need for national military reform by Scharnhorst, inaugurated a system of national service based on the principle that it was the solemn duty of *every man* to take his part in the defence of his country, and aiming at, in the words of the Military Commission, 'the union of all the moral and physical energies of the nation.' 'The true grandeur of Scharnhorst and his collegues,' as Dr. Holland Rose says, (Cambridge Modern History, vol. ix., p. 333) 'lay in this that they placed their trust not so much in an improved organisation as in the growth of a new civic patriotism.' Is it too late to hope and to strive for such a revival in the Britain of to-day? In the modern university, we professors have gathered round us, from session to session, the young manhood—the intellectual manhood, *par excellence*—of the nation. It surely cannot be ignoble or an unacademic task to endeavour to keep constantly before our students the necessity and the duty of being both *ready* and *willing* to train

themselves to take their share in ensuring the peace that alone makes study possible, in securing that freedom from national and individual anxiety that is an essential condition to the successful prosecution of research for the advancement of knowledge and the service of mankind.

The profession of arms is, perhaps, the oldest of all professions; it is a technical profession, a profession which in these days of ever advancing science can only be mastered by assiduous study. Is the university not a fit and proper place wherein to encourage such study? Let those who believe otherwise consider the effect on the national and intellectual life of the United States of the foundation of the West Point Academy. As Henderson has said in his splendid Life of Stonewall Jackson, "It was a university, and a university under the very strictest discipline, where the science of the soldier formed only a portion of the course. Subjects which are now considered essential to a military education were not taught at all. The art of war gave place to ethics and engineering, and mathematics and chemistry were considered of far more importance than topography and fortification. . . . The fact that a man had passed the final examination at West Point was a sufficient certificate that he had received a thorough education, that his mental faculties had been strengthened by four years of hard work, and that he was well equipped to take his place amongst his fellow men. And it was more than this. Four years of the strictest discipline were sufficient to break in even the most careless and the most slovenly to neatness, obedience, and punctuality." Is it hopeless to look forward to the time when discipline and drill will be considered to be as essential a part of a university student's education as training in classical lore or the manipulation of graphic formulæ? Every university in the Kingdom, in my opinion. should have its organised companies or, if it be large enough, battalion, the rank and file and the non-commissioned officers drawn from student members of the university and, to ensure continuity, the officers selected from its teaching staff. Volunteer companies, and even battalions, in connection with universities are not unknown even now; but are they recognised and supported as they should be? I am ashamed to say that, strive as we may, the officers of the Liverpool University Company have, after six years' effort, failed to induce more than a sixth of the male students of the university to join them. The whole question of

university military service requires investigation and organisation, and I would gladly welcome any device, be it by conference or otherwise, that would tend to arouse the conviction of the necessity for organised and systematised training for national defence, both in the country as a whole and in the universities in particular, 'to create,' in Sir William Ramsay's words, 'the feeling that not to have learned to defend one's country is bad form.' 'That to have taken a degree without having done one's duty is unworthy of our manhood.' National military training is undoubtedly national insurance; more than that, it creates national self-confidence, and, what is too often forgotten, it alone justifies it.

Mr. A, S. CYRIL FOTHERGILL, Rochdale, writes:—

"As a graduate who served as a volunteer during my academic course, I should like to point out why so few men attach themselves to the university volunteers:—

1. To a person of small means the passing of the examinations must be the first consideration, and time spent at drill is time taken from study.
2. In some volunteer corps, especially in the North, the camp takes place immediately before the university examinations, and as a volunteer under the new regulations is bound to attend camp once every two years, many students refuse to join, as they would be unable to partake of that joy of volunteering—camp.

If the War Office would foster the university companies by arranging afternoon drills and shooting, and a three weeks' camp in the long vacation, we should have a very good nucleus for such a scheme as that proposed by Sir William Ramsay, if it would then be required.

SPECIAL NOTICE.

This discussion will be continued in our next number. The Editor will be glad to receive expressions of opinion from all who are interested in the subject. Correspondence should be forwarded to the Editor (60, Chandos Street, London, W.C.), not later than May 31st.

The Proposed College of Technology at South Kensington.

In the March number of the *University Review* an outline of the scheme for a College of Technology as suggested in the Report of the Departmental Committee on the Royal College of Science was given. Briefly, the proposal is to amalgamate the Royal College of Science, the Royal School of Mines, the Central Technical College, and to add to them new buildings to be provided mainly from the sum of £100,000 promised by Messrs. Wernher, Beit and Co., and out of these to develop a College for the teaching of Technology.

The fundamentals of the scheme are good and attractive, but the details, so far as they are set out in the report, are unsatisfactory and unconvincing. Above all, the uncertain attitude taken by the Departmental Committee on the question of the relationship of the proposed College of Technology to the University of London is evidence of an uncertainty of purpose and of a failure to understand the development of university education in this country that has been going on for the last thirty or forty years.

While every sympathy should be extended to a scheme for improving the facilities for the teaching of technology, the extent to which that scheme can be fully realised must depend upon the relationship of the proposed College to the University of London. If the relationship to the University is vague and undefined, if even the new College of Technology be established as a

"School" of the University, there will inevitably grow up a rivalry between the faculty of engineering as it exists within the University and the School of Technology that will be established at its doors but will not be part of it.

The arguments adduced for maintaining and establishing the institution of the proposed College of Technology with a government independent of the University are for the most part, if not entirely, based on a failure to realise what has been happening in the University of London during the last few years. The report of the Departmental Committee in stating the case in section 92 urges that if the College of Technology be brought within the University it will be less free to adapt itself to the conditions of the time and to the advance of knowledge, whether scientific, industrial, or commercial, than if it were independent. If this argument be a good one it would apply to all the faculties of the University. It is, however, an argument that none of the modern universities can admit, holding as they do that one of their most important functions is to increase knowledge and by the means of such increase of knowledge continually to adapt themselves and their staff arrangements and their methods of teaching to the conditions of the time.

It is further stated in the report of the Departmental Committee that the control and organisation that are desirable for the proposed School of Technology would be dangerous to the "existing functions" of the University, and that a "system common to the new institution and the University could not be formulated without such compromises as would seriously imperil the efficiency of both." Such assumptions as these are inconsistent with the aims and aspirations of the modern British universities that have been established in the great centres of industry; they are inconsistent, too, with the purposes of the University of London already approved by Parliament

and definitely stated in its statutes. They ignore the existence of a faculty of engineering in the University, with its three chief centres in the engineering schools of the City and Guilds of London, and University and King's Colleges; they likewise ignore the well-known experience that has been gained at Manchester and Sheffield, at Edinburgh, and at Cambridge and Boston (Mass.) in the United States. In each of these cases, the independent existence of a great college of technology side by side with the university has led to wasteful overlapping and to great inconvenience, and to comparative educational inefficiency; in all three cases these disadvantages have been fully realised and active steps are now on foot either for the incorporation of the school of technology in the university, or for so close a working union that it practically amounts to incorporation.

The first promoters of the scheme for a College of Technology had in their minds the example of the German institution at Charlottenburg; that institution has found it necessary to bring its organisation step by step into closer harmony with university organisation, and already steps have been taken to promote closer relationship between the University of Berlin and the Charlottenburg Institute.

In the United States where schools of technology have been erected on a magnificent scale, with the exception already referred to at Boston, each of the great schools forms an integral portion of a university. Most noteworthy examples are found in the great State universities of the middle-west.

The conception of the University of London under its new constitution is similar to that of the great modern universities of the United States; its justification for existence in London must be that it is in close touch with the needs of the people of London, and thereby to a large extent with the needs of the people of the whole Empire; that it is prepared to avail itself of the wealth of

experience that is to be found to a greater degree among men of business and of profession in London than anywhere else.

In short, the objections stated in the 92nd section of the report are based upon a misconception of the functions and aims of the University of London, which functions and aims as already indicated must of necessity be different from those of the great ancient Universities of Oxford and Cambridge. Their work is unique, their life cannot be reproduced in a great city like London. This important distinction between the ancient universities of England and the modern universities of the great centres of industry needs to be emphasised.

The relation of the University of London not only to the ancient Universities of Oxford and Cambridge but to the other universities of the country is also a matter upon which it is desirable to emphasise certain important points.

It will be disastrous with this new development of universities throughout the country if each university endeavours to cover exactly the same ground and to excel in the same departments as all the others. While each university may reasonably be expected to provide a general training in the various arts and sciences that belong to its curriculum, each should specialise in the higher branches according to the needs of the locality and according to its means.

In this way each university would be ready to interchange with the others its students in certain branches of learning. While at the present moment the colleges attached to the University of London send many of their most brilliant students to Oxford for classics and to Cambridge for pure mathematics, Oxford and Cambridge in their turn should be ready to make use of the special training in departments of learning that London can carry to their highest level; and so also should there be interchange between all the other universities.

If this conception were to prevail the idea that is suggested in the Report that the College of Technology should not be associated with any one university will be seen to be groundless.

The combination and co-operation of the proposed School of Technology with University and King's Colleges that is suggested in the report cannot be effectively and smoothly carried out unless all three are incorporated in the University. The great advantage of the movement begun by University College and resulting in its incorporation in the University is that the University when in control of all the chief centres of university education in London will be able to distribute the departments of teaching and research on the basis of a well-constructed plan in which the needs of education and of London as distinct from the merely local interest of this or that institution will be the determining factors.

It is clear, therefore, that unless the new institution is incorporated in the University it will tend to overlap the work already done, and done very effectively, at University and King's Colleges. These two Colleges are already possessed of a very considerable and valuable equipment for technological teaching and research. They readily admit that the accommodation and means at their disposal are not adequate for the needs of the whole of London in technological subjects. But it will be wasteful of the careful thought that has built up the two schools of engineering at these Colleges; it will be wasteful of the energy and intellect of the men at present directing those schools; it will be wasteful of the machinery and plant, if these cannot be worked into a great scheme of technological teaching and research suitable to modern needs.

The great difficulties of finance that would bar the way for any satisfactory co-ordination between two

distinct bodies would at once disappear if the whole were placed in the hands of the University.

The difficulties in the solution of the problem for the creation of a university authority in London were great owing to the existence of numerous institutions of university rank. After long controversy and two Royal Commissions it was decided by the University of London Act, 1898, to have one university authority in London, and not, as had been suggested by many, a university authority with teaching powers as distinct from the old Examining University.

The University of London Act has only been in operation six years, but the indications are many that the old jealousies and rivalries are disappearing. To create a new and separate authority for a new branch of university work that already lies within the scheme of the existing University would be in the highest degree retrograde, and would be inconsistent with recent legislation.

During the six years since the University of London Act has been in operation great advances have been made, of which the most substantial and most epoch-making is the movement for the incorporation of University College, which culminated in passing the University College London (Transfer) Act last year. That Act provides generally means whereby the University Senate can govern the great colleges and institutions in the Metropolis. It provides for the appointment of a statutory College Committee on which the traditional and special interests of the College can be represented. If therefore the proposed College of Technology be, as we contend it ought to be, incorporated in the University, it could be managed in detail by a College Committee or Delegacy, on which the great professional engineering bodies could be represented. This College Committee would be in close touch with the Senate of the University, and the Senate with it, and the

two bodies acting together could secure the co-operation and co-ordination of the other Schools of Technology in London.

For this purpose there is, therefore, no need of any Royal Commission, the appointment of which would tend to stop the progress and the development that is now taking place in the University. The first steps in organisation might be taken by an organising committee, the property and funds of the future College of Technology for the time being could be held either by a small body of trustees or by the Board of Education. When the work of organisation is completed the formal incorporation of the College in the University could be brought about. By these means not only the dangers of a Royal Commission could be avoided but also the danger of setting up an independent body, even though it were understood that the life of the independent body was to be limited.

Finally, the claim that the new College of Technology should be regarded as imperial, and not merely local, is an unwarrantable one, and one that can only be made with great offence to the other universities in the country. Whether a university or a school of technology is imperial or merely local must depend not upon its position in London or elsewhere, but upon the reputation it obtains from the members of its staff and from the nature of the work that they turn out.

On the Establishment of a Graduate School at Oxford.

BY

H. P. BIGGAR.

In an article on the Allied Universities Colonial Conference in the *Nineteenth Century and After*, for December, 1904, Professor J. Churton Collins drew attention to the important rôle which the history, traditions and wealth of the two oldest English universities should enable them to play in drawing closer the Empire in the bonds of a common Humanism. Unfortunately, Professor Collins like a great many other people is under the erroneous impression that the Rhodes Scholars at Oxford are enjoying there "opportunities for instruction in the prosecution of advanced work under the guidance of specialists." Well indeed would it be if such actually were the case, but in reality such a statement has little foundation in fact. Until it does become a reality, however, Oxford cannot be said to be fulfilling her duty to the Empire.

What a large number of colonial graduates need, is a training in the methods of research. This, as Huxley has admirably pointed out, amounts to nothing more than practised common sense. "Science," he said, "is nothing but trained and organized common sense and its vast results are won by no mental processes other than those which are practised by everyone of us, in the humblest and meanest affairs of life. The man of science

in fact, simply uses with scrupulous exactness, the methods which we all, habitually at every moment, use carelessly."[1] The same thing has been said by Ernest Renan.[2]

Among the ancients it was the Greeks who seem to have practised this method with the best results, and it has been through following in their footsteps that we have come into possession of the enormous wealth of modern scientific knowledge. Columbus founded his belief in the possibility of reaching Asia on the writings of Strabo and Ptolemy. It was in order to show again the unsoundness of the latter's astronomical theories that Copernicus, in 1545, published his great work, "De orbium revolutionibus." Galileo based his researches on the results obtained by Archimedes, and in the MS. of Harvey's lectures on the circulation of the blood, delivered in April, 1616, is a quotation from Aristotle, wherein he recommends the study of comparative anatomy for the elucidation of the problems of human anatomy.

Although our Royal Society was founded about 1645, and the Académie Royale des Sciences in 1666, education in both England and France remained untouched by the new methods. It was Germany, whose Berlin Akademie der Wissenschaften was not created until 1700, that led the way in introducing the scientific method into the universities. This reform, which began at Göttingen, is directly attributable to the revived interest in Greek literature which sprang up at that time in Germany.

The state of the German universities in the earlier part of the eighteenth century has been stated by one writer to have been "below contempt."[3] "The universities of Germany at the beginning of the last (*i.e.*, the 18th) century," wrote Mr. W. Stigand, the biographer of Heine, "responded even less than our own now (1875) to the needs of the times and the advance of thought."[4]

It was a Hanoverian minister of our own George II. who founded, in 1734, the new and modern University of

Göttingen. Convinced that a teacher of the highest branches of science must be a master of his subject, and be engaged in researches which tend to extend its boundaries, he sought and obtained the co-operation of the leading German scholars of the day. The cornerstones of the new foundation were *Lehrfreiheit* and *Lernfreiheit*—freedom for teachers and for taught. Thanks to the former principle, the University of Göttingen soon counted on its staff such men as Mosheim, the ecclesiastical historian; Michaelis and Eichhorn, the biblical commentators; Haller, the poet, physiologist, anatomist, and botanist; Gesner and Heyne, the classical philologers; Bouterweck, the literary historian; Putter and Hugo, the jurists; as well as Heeren, the historian of antiquity. Attracted by the lectures of such men, and by the *Lernfreiheit* of the place, students flocked to Göttingen from all parts of Germany. Although the university possessed a *seminarium philologicum*, which Gesner directed, this served merely to train schoolmasters. The founder of the modern seminar, as we understand it, was Friederich August Wolf.

Wolf, who had been a student at Göttingen, was in 1783 called to Halle to remove the reproach levelled against that university that it did not produce scholars. Four years later Wolf opened there his famous philological seminar. As Renan has well pointed out, "Si nous surpassons le moyen âge en netteté, en précision, en critique, nous le devons uniquement à l'éducation philologique."[5] To Wolf belongs the credit of having first taught philology as a science. He began by admitting into his seminar only those students who intended to make a life-study of the *Alterthumswissenschaft*, a word coined by himself. To these men he imparted his own careful methods, which he exemplified by those editions of the classical authors which have made his name so famous.

Thanks to the Universities of Göttingen and Halle, the new critical methods taught there gradually became known throughout all Protestant Germany. When, then, in 1807, by the Peace of Tilsit, Prussia found herself deprived of Halle, Wolf, who had come to Berlin, agitated along with Schleiermacher, Fichte, Schmalz, and Wilhelm von Humboldt for a new university in the Prussian capital. Their efforts were crowned with success, and in 1810 the University of Berlin opened her doors in the same spirit, and on the same principles, which had brought success to the University of Göttingen.

The aim of the philosophical faculty of this new university is stated in the statutes to be two-fold. First, to give the students a good general scientific education; and, secondly, *to extend the bounds of knowledge of each department of the faculty by training masters who are capable of making fresh discoveries therein.*[6] Just as the young cobbler-apprentice learns his trade from the expert bootmaker, so the student in arts in a German university is taught by the professor how to handle his tools that, in time, he too may become a master-workman, and bear his share in adding to the sum of human knowledge.

In 1812, August Boekh opened in Berlin his famous philological seminar, which he continued to conduct for fifty-six years. Other well-known scholars who have made the University of Berlin the first university in the world are Niebuhr, Savigny, Klaproth, Mitscherlich, Neander, Ranke, Curtius, Droysen, Kirchhoff, and Mommsen, to mention only a few. The great point to be borne in mind is, however, that "the reputation of the University of Berlin does not rest upon any education given to its 2,000 students, but *upon the scientific industry of its professors.*"[7] As the same writer has well said:—

"The education given in German schools and universities is not superior, even if it be equal, to what is attainable in England or France. As teaching institutions the German

universities have great merits, and equally great defects. But as establishments for the cultivation and encouragement of the highest learning, the German universities have left everything of the kind at this moment existing in Europe behind them. It is not as schools, *but as centres of mental activity in science*, that these institutions command the attention of Europe, and have become the referees to whose verdict every product of mind must be unconditionally submitted. The German university has nothing but the name in common with the University of France, or the universities of England. *It is an association of men of learning and science, under the title of professors.* The position created for them is such as to place them under the most powerful inducements to devote their whole mind and energies to the cultivation of some special branch of knowledge. In a large university, such as Berlin, every science, and almost every sub-division of science, is represented. Of teachers of various grades, Berlin now (1867) numbers about 170.[8] These are not endowed out of Church property, or out of rent of land in any shape, but are paid out of the annual taxation. This is not certainly an advantage either to themselves or to the country, but is mentioned to show what sacrifices other countries, not so rich as ourselves, are willing to make for an object which we have not yet come in sight of as a desideratum."[9]

The atmosphere of the University of Berlin is a simple reflection of the scientific industry of its professors. Here the student does not have to listen to courses of lectures which have done service during a period "when the memory of the undergraduate runneth not to the contrary." Every lecture is the result of the professor's original researches, and in most cases these results are not even in print. Never will the present writer forget the thrill of emulation produced by the lectures of a mere *privatdozent*, who altered the accepted dates of a certain portion of ancient history by some two hundred years. At the conclusion of his course the lecturer asked his hearers not to give too great publicity to what they had heard, until his book giving the proofs had been published. Each student present realised at once that this *privatdozent* was at the very bed-rock of

his subject, and one and all felt stimulated to try to do something similar in other branches of knowledge. It is perhaps unnecessary to add that this *privatdozent* is at present one of Germany's leading Orientalists.

The training given in a German university under such enthusiastic scholars produces valuable results. First of all, not only does science thrive within the universities themselves but those graduates who take up the calling of school-masters carry on research over and above their regular school teaching. Professor Paulsen, of the University of Berlin, has said :—

> "The future gymnasium teacher leaves the university with the feeling of belonging to the class of scholars or men of science, perhaps also with a regret that he cannot find his life-work in the university itself. This consciousness remains alive in him when he enters the teaching profession. There are thus few among the ablest members of the profession who do not feel it to be their right and duty, an obligation of honour, to do something for the advancement of knowledge ; and a great many actually carry this idea into effect, often under difficult circumstances, always with the expenditure of great will power, and not seldom at the cost of health. We have only to turn over the pages of a German review, dealing with any branch of knowledge, to form an idea of the extraordinary extent to which the gymnasium teacher participates in the work of research. His share in the production of books, even quite irrespective of text-books, is also very considerable. In the supplements to gymnasium programmes the publication of scientific treatises is imposed upon teachers almost as part of their professional duty. The teaching profession thus presents itself to the learned world in general as a learned profession, and forms what may be called a small academy. in which all branches of knowledge are represented by men actively engaged in its production. Moreover, it is not uncommon, even in our day, for the gymnasium teacher to pass into the university and the academy. There is thus no doubt that a considerable portion of the scientific work which gives the German people its present prominent place in the civilised world of to-day is done by gymnasium teachers, as a supplement to their ordinary work of teaching."[10]

In the second place, under such active researchers, the idea becomes instilled into the mind of the German undergraduate that science is not a body of eternal unchangeable truths, but that, on the contrary, it is merely a collection of constantly changing laws, which are valid only so long as they suffice to explain the known facts. Once fresh facts have been collected it soon becomes clear that the accepted explanation no longer suffices, and that a new law must be sought for. The value of an atmosphere of this kind in fostering research cannot be too highly insisted upon.

Germany is, of course, weak in culture; for it was not until the time of Charlemagne that European civilisation can be said to have penetrated into her forests, and then only in the form of a Christianity imposed at the point of a sword. The educational foundation has, however, been most carefully laid, and with the progress of culture Germany is bound to do more and more for the world in the way of scientific discoveries.

From Germany the modern scientific instruction in method spread to France. The Université de France, created by Napoleon in 1808, was composed of thirty academies, each divided into five faculties. Any of these faculties could give the degrees of bachelor, licentiate, and doctor. The bachelor who received his degree on graduating from the lycée must, before he could become a licentiate, show after one year's training that he could "composer en latin et en français sur un sujet et dans un temps donné."[11] For the doctorate the licentiate had to uphold two theses, one in Latin "sur la rhétorique et la logique;" the other in French on the literature of the ancients.[12] The Faculties of Science were organised on a similar plan, which had not been devised to train men to extend the bounds of knowledge, but was merely intended to prepare teachers for the lycées.[13]

With the creation, however, in 1821 of the École des Chartes matters took a more practical turn, and, in 1846,

the École d' Athènes was founded. Thanks also to the teaching of such men as Guérard, Quicherat, Quinet, Mignet, and Gaston Paris, who had studied in German seminars the methods there in vogue, began to penetrate into the spheres of French higher education. This led, in 1868, to the foundation of the Ecole Pratique des Hautes Études, which is composed in reality of a large number of seminars. As M. Liard, the Rector of Académie de Paris, has so well expressed it:—

> "L'École des Hautes Études est un organe pour les recherches savantes de tout ordre; c'est une école, puisqu'on y enseigne, mais une école pratique, une sorte d'atelier on les élèves sont des apprentis, les maîtres des patrons. Nul programme, nul grade à l'entrée, nul grade à la sortie; mais une liberté entière pour le maître et pour l'élève. Un seul mot d'ordre, un seul souci, le progrès de la science."[14]

From France and Germany instruction in research spread to the United States. American graduates who had spent two or three years pursuing post-graduate studies in Berlin or Paris recognised on their return that the system of training which obtained in the German universities, and in such institutions as the École des Chartes and the École Pratique des Hautes Études was completely lacking in the United States. The American university completed its course as Oxford still does with the degree of bachelor of arts. As far back as 1814, however, the resident graduates of Yale were enrolled as a distinct class for post-graduate study, and by 1819 this class numbered thirty members.[15] In 1847, this graduate department was formally organised, and since 1860 it has annually granted the degree of Ph.D. Last year it counted among its members some fifteen graduates of Canadian universities. In 1872, owing to the same influences, the University of Harvard, which from 1646 had given the degrees of bachelor and master of arts, was obliged to establish a graduate school where

instruction might be obtained in research. Last year twelve graduates of Canadian universities attended this school.

A fresh and all-powerful stimulus to graduate studies in America was given by the foundation, in 1876, of the University of Johns Hopkins. This university only admits men who have already obtained the B.A. degree. The work of the university, both in science, in arts and in medicine, is too well known to need mention here. That Oxford has thought fit to take one of her Regius Professors from this institution shows how high its reputation stands even in Europe.

Since 1876, Princeton, Columbia, Chicago, Cornell and other large American universities have found themselves under the necessity, through the force of public opinion, of establishing graduate schools where training may be obtained in research.

"The chief American universities," writes Mr. Percy Ashley, a lecturer at the London School of Economics and Political Science, "give the degree of doctor of philosophy, or other doctorates, for research work, and the requirements are usually severe. . . . A candidate is required to present an elaborate piece of original work, and to supplement this by an examination intended to test not merely his knowledge of his special subject, but also his general learning and capacity. Such an examination may be very severe. . . . Harvard in particular has a reputation for severity."[16]

"The method," writes Dr. Reichel, Principal of University College, North Wales, "is based on the German seminar, of which the American university has adopted the name, but provides for more constant and systematic intercourse between student and professor. While the German seminar meets weekly, the American seminar meets every day, and the student receives more individual attention. The course again is more exacting, the minimum being three, and the average four and a half years. The aim is to train in methods of original investigation—in short, 'to transfer to literary studies the methods of higher work in science.' The work is based on the preparation of the student's dissertation for the

doctorate. At every stage, first in outline, and subsequently in complete form, chapter by chapter, this is considered and criticised."[17]

"The Seminar," again writes Mr. Percy Ashley, who himself obtained a first class in the modern history school at Oxford, "serves the students as a preliminary training in methods of research; it accustoms them to the weighing of evidence, and to the use and criticism of original authorities. A good student of history, for example, who has worked in a seminar, comes out of an important American university with far more knowledge of the 'historical method,' and much more acquaintance with the technique of historical investigation than is possessed by five out of every six men who have taken a first class in the Oxford History School."[18]

From the United States post-graduate studies spread to Canada. The leading Canadian universities have now established graduate courses leading to the degrees of doctor of philosophy and doctor of science. The conditions and methods are the same as those in vogue in the American universities. Dr. Reichel considers the research work in biology at Toronto, in philosophy at Queen's University, Kingston, as well as that in physics, chemistry, and applied science at McGill University, Montreal, to be "really effective." In his opinion, "McGill possesses in physics, chemistry, engineering, and mining, a staff and laboratories which are unsurpassed by those of any American university."[19] In 1896 the total number of graduates pursuing courses of higher study in the United States was 4,919, or very nearly one quarter of the whole number of undergraduates in all the universities of Great Britain and Ireland.[20]

In the United Kingdom, however, graduate studies are still practically unknown. The mother country in this matter has fallen behind one of her colonies. Before the foundation of the Rhodes Scholarships, this absence of graduate instruction in England was a matter of small concern to the colonies; for the colonials who came to Europe invariably made their way to Paris, Berlin, and

other Continental universities. Now, however, that these colonials are sent to Oxford as Rhodes Scholars, it becomes the duty of that ancient seat of learning to offer facilities for research equal to, if not better, than those obtainable on the Continent. To a university like Oxford this is a very simple matter. By establishing on the banks of the Cher a graduate school similar to those now in existence in America, Oxford will be able to offer better facilities for obtaining a training in method than can be had, one may say, elsewhere in the world. Then indeed will the mother of the Royal Society show herself worthy of her past achievements.

Under the present regulations, education at Oxford is abruptly brought to an end with the degree of bachelor of arts. The University has ceased to enforce any test of proficiency beyond that point. To obtain the degree of master of arts "no testamurs are required."[21] "The candidate must" (merely) "obtain from the Society to which he belongs (*i.e.*, his college) a certificate that he has entered upon the twenty-seventh Term from his matriculation, reckoning only those Terms in which his name has been upon the books of the Society."[22]

In other words, the B.A. has but to continue to pay certain fees to his college for some three-and-a-half years after taking his degree, when he may come up, and without passing any semblance of an examination, but by merely paying some £20, receive the degree of master of arts, which makes him a member of Convocation.

It was the Commission of 1850 which rejected all examination tests for the higher degrees. "This was in effect," wrote the late Rector of Lincoln, "to give their high sanction to one of the greatest scandals of the English universities, the sale—no other word describes the transaction—the sale of our (higher) degrees."[23]

The evils resulting from the absence of a graduate school at Oxford are many and grevious. The late Mr. Bonamy Price, writing on this subject, said :—

"Let us consider the position of a First-class man just emerging from the Schools. He has received an elaborate and accomplished education. This education has been general: it has trained and developed his moral and intellectual faculties; it has supplied him with much miscellaneous knowledge: and has fitted him to enter upon the pursuit of a profession with success. He feels then that the time has arrived when he must determine to what sphere he shall direct his cultivated powers. He is conscious of ability; he longs to follow one of the walks of science; he loves the University, and would dwell within her precincts as in a sanctuary devoted to learning. But what does the University offer him? The office of tutor, or the small income of a Fellowship . . . . To become a tutor is to take an important part in the business of a great University; to share in the discharge of a very noble office; to obtain at a very early age, station, income, and public respect. But the Bachelor foresees that a long course of tuition will not make him a learned man. He will not have been called on to acquire profound learning; nay, the acquisition of it would impair his efficiency as a tutor . . . . . To become profoundly versed in the sciences he has long lectured on, would be his natural and his highest reward; great science and a great name for it; but this result, which should be as precious to the University as to him, the constitution of College tutorships effectually forbids."[24]

Oxford College tutors soon find indeed that their duties leave them no time for original work of their own.

"The hardest worked of men," writes Mr. Andrew Lang, himself for many years a distinguished tutor of Merton, "is a conscientious college tutor; and almost all tutors are conscientious. The last reforms have made Oxford a huge collection of schools, in which physical science, history, philosophy, philology, scholarship, theology, and almost everything in the world but archæology,[25] are being taught and learned with very great vigour. The professors being an ornamental order of beings, the tutors have to do the work of a University, which, for the moment, is a teaching-machine. They deliver I know not how many sets of lectures a year, and each lecture demands a fresh and full acquaintance with the latest ideas of French, German and Italian scholars. No one can afford, or is willing, to lag behind; everyone is

'gladly learning,' like Chaucer's clerk, as well as earnestly teaching . . . . During the more part of the long vacation the conscientious teacher must be . . . . acquiring the very freshest ideas . . . . about early Greek inscriptions, and the origins of Roman history, in addition to reading the familiar classics by the light of the latest commentaries . . . . " . . . . What is the tangible result, and what the gain of all these labours? The answer is the secret of University discontent. All this accumulated knowledge goes out in teaching, is scattered abroad in lectures, is caught up in note-books, and is poured out, with a differcnce in examinations. There is not an amount of original literary work, produced by the University, which bears any due proportion to the solid materials accumulated. It is just the reverse of Falstaff's case—but one half penny-worth of sack to an intolerable deal of bread; but a drop of the spirit of learning to cart-loads of painfully acquired knowledge. The time and energy of men is occupied in amassing facts, in lecturing, and then in eternal examinations. Even if the results are satisfactory on the whole, even if a hundred well-equipped young men are turned out of the examining-machine every year, these arrrngements certainly curb individual ambition. If a resident in Oxford is to make an income that seems adequate, he must lecture, examine and write manuals and primers till he is grey, and till the energy that might have added something new and valuable to the acquisitions of the world has departed."[26]

Owing to this condition of affairs the late Mark Pattison openly advised the young Oxford B.A. to do precisely what the colonial graduates have hitherto been doing, that is, to go to Berlin or some other Continental University. "A young B.A.," wrote the late Rector of Lincoln, "when he has finished his liberal groundwork, his ἐγκύκλιος παιδεία—his humanities—may wish to devote, at his own expense, a year or two more to the study of positive knowledge in any direction—in moral science, in philology, in history. He may do so if he can find out how—but the University affords him no guidance, prescribes no path, holds out no rewards. He roams about the libraries at his will, and devours, as his curiosity prompts, much miscellaneous reading. He must

go for instruction to Berlin or Bonn, or even to Catholic and *arriéré* Vienna; Oxford cannot give it to him."[27]

An attempt to remedy this state of affairs was made in 1895, when the University created two new degrees, those of Bachelor of Letters and Bachelor of Science, to be given for a thesis produced after two years' study. Unfortunately, no attempt was made to organise courses or Schools for these degrees, nor to impart to those who entered for them any training in method. The result is that the B.Litt. candidate is to-day as helpless as was formerly the young B.A., who roamed about the Bodleian at will.

> "With a view to encouraging post-graduate studies," wrote the present Regius Professor of History at Oxford, "the University some years ago created a new degree (that of Bachelor of Letters), to be given for a piece of original work produced after two years' study. But it did not organise the system of post-graduate training necessary to qualify students to obtain that degree. The business of making arrangements for the training of such students was left to the body to which the organisation and control of historical studies in general is delegated—namely, the Modern History Board. From time to time that body has feebly discussed the question but it has made no serious attempt to provide the systematic training needed."[28]

In fact, so little is the importance of method recognised at present in Oxford that unless the student who goes there for graduate work is already in possession of this important asset, he stands a very good chance of coming away again without it. Method can only be taught by those who are practising it, and the number of such men is limited.

Such then is the present condition of affairs in Oxford. All education is practically brought to an end with the degree of B.A., and little or no training is given to graduates in method. The Rhodes Scholars who came up to undertake post-graduate work have thus been greivously disappointed. Yet there can scarcely be a

doubt that the training given to men who only obtain a B.A. is far from being complete.

> "The necessity," wrote the late Mark Pattison, "for founding the higher education on faculty studies lies in the reason of the thing. and not in the weight of authority or force of precedent. The higher education must take hold of the highest mental faculty, and form and develop it. This faculty is the scientific reason in its perfect form. The imagination and the taste; the employment and discernment of language; the perception of beauty by the eye; to speak, to write, to argue, to reason—all these are capacities or accomplishments to be improved or formed by education at some period. But all these, beautiful as adjuncts, form only a superficial mental character, if the great work of education, the establishment of an exact habit of judgment, of the philosophical intellect, has not been achieved. The acquisition of this habit cannot be made through generalities, or through literature, or by promiscuous reading. It can only be educed by setting the understanding to investigate for itself the laws of some one chief department of knowledge, or division of objects. It is not the matters known that make science, but the mode of knowing."[29]

What is wanted then to establish at Oxford a proper Graduate School is merely the restoration of an ancient custom, *i.e.*, the reinforcement of a thesis, either for the M.A. or for the doctor's degree, it does not matter which. The important point is that the increase of knowledge should be looked upon as one of the main ends to be kept in view. This higher degree should henceforward be conferred only on those B.A.'s who have passed three or four years "in bonarum literarum studio"[30] as the old statute still runs, that is to say, in research work under the guidance of a capable professor, of whom Oxford possesses scores.

Such a change would inaugurate nothing new, but would merely bring about a return to ancient usage.

> "In Oxford, as in all the universities of the Parisian form," wrote the late Rector of Lincoln, "degrees in arts were not final or consummate degrees, but steps on the road which

must be travelled in order to arrive at the "apex doctoralis," or doctor's degee, in one of the superior faculties. The first seven years of the whole period of study were employed on studies, which, varying in their nature in various periods of the university history, went under the common name of Arts."[31] "The university had laid out an ascending scale of knowledge and its public profession, commencing with the rudiments of grammar, and terminating in the apex of the doctorate. To pass through the whole of this course, which was adjusted to a graduated scale whose successive steps were called degrees *(gradus)* required at least twenty years. During the whole of this lengthened period, or till the doctorate, the candidate was a student. . . . . The twenty years of compulsory studentship fell into two periods.—1. That spent in the study of arts. 2. That given to the special studies of his faculty. The arts course, which answered to the elements of general literature and training, was common to all. When these had been acquired in a seven years' apprenticeship, the scholar was allowed to turn to the special studies of his faculty. In these studies he continued for nearly double the time of the preliminary course of arts."[32]

"When I first went to Oxford," said the late Archbishop Whately, "and for some years after, there was a regular public examination for the degree of M.A. But in *fact*, it was *not* public, all the undergraduates and Bachelors making it a point of delicacy never to attend, because several of those examined were of middle age, and many clergymen. And it was soon found that no examiners could be induced ever to *reject* a candidate however ill prepared. Hence the whole soon degenerated into an empty form, and was discontinued."[33]

Once this public examination and the presentation of a thesis have again been made obligatory and before one may supplicate for the higher degrees, science will quickly assume its proper place in the University. As long ago as 1868, Matthew Arnold pointed out how backward the English universities are in this respect compared to similar institutions abroad. "The want of the idea of science, of systematic knowledge," he wrote, "is the capital want of English education; it is the

university which ought to foster this idea. The university ought to provide facilities, after the general education is finished, for the young man to go on in the line where his special aptitudes lead him, be it that of languages and literature, of mathematics, of the natural sciences, or any other line, and follow the studies of this line systematically under first-rate teaching."[34]

The second step, once the thesis has been made obligatory for the higher degrees, will be to increase the number of professional chairs in the university.

> "It is a great point," wrote the late Cardinal Newman, "to enlarge the range of studies which a university professes, even for the sake of the students; and though they cannot pursue every subject which is open to them, they will be the gainers by living among those and under those who represent the whole circle. This I conceive to be the advantage of a seat of universal learning, considered as a place of education. An assemblage of learned men, zealous for their own sciences, and rivals of each other, are brought, by familiar intercourse and for the sake of intellectual peace, to adjust together the claims and relations of their respective subjects of investigation. They learn to respect, to consult, to aid each other. Thus is created a pure and clear atmosphere of thought, which the student also breathes, though in his own case he only pursues a few sciences out of the multitude. He profits by an intellectual tradition, which is independent of particular teachers, which guides him in his choice of subjects, and duly interprets for him those which he chooses. He apprehends the great outlines of knowledge, the principles on which it rests, the scale of its parts, its lights and its shades, its great points and its little, as he otherwise cannot apprehend them. Hence it is that his education is called 'Liberal.' A habit of mind is formed which lasts through life, of which the attributes are freedom, equitableness, calmness, moderation, and wisdom."[35]

This much-needed addition to the professorial chairs at Oxford can only be brought about, as has invariably been the case in the past, by private benefactions. With the exception of the five chairs founded by Henry VIII. and the chair of Modern History which George I.

established in 1724, all the remaining professorships have been endowed by private individuals.

In 1611, Sir William Sedley founded the Readership in Natural Philosophy, and eight years later the Professorships of Astronomy and Geometry were endowed by Sir Henry Savile. "Seeing," he wrote, "that mathematical studies are uncultivated by our countrymen, and being desirous of supplying a remedy in a quarter almost given up to despair, and to redeem, so far as in me lies, almost from destruction, sciences of the noblest kind, I do found and establish two public professorships in the mathematical sciences."[86]

The Professorship of Moral Philosophy owes its origin in 1621 to Dr. Thomas White, and that of Ancient History was created in the following year by the celebrated Camden. Laud founded the Professorship of Arabic in 1636. In 1825, Mr. Drummond endowed the Professorship of Political Economy, and five years later Colonel Boden made his generous grants for the study of Sanscrit. The will of Dean Ireland, to whom the university is indebted for its chair of Exegetical Theology, contained the very liberal proviso, that "if the money could not be applied as directed, it might be used for the promotion of literature and science generally."[87]

The Rhodes bequest and the more recent foundation of a Professorship and Lectureship in Colonial History by Mr. Alfred Beit show that the spirit which animated Sedley, Savile, White and Camden is still alive. And well it is that this is so; for the needs of the University (as distinct from the colleges) have never been greater. To take, for example, the subject of history, Would any one believe that not a single lecture of any shape or kind is ever delivered in Oxford on the birth and growth of the United States? The history of the present colonies was also completely neglected until Mr. Beit generously came forward and founded the new chair. Science proper seems to be still worse off. Here, then, are

excellent opportunities for rich men who wish to serve the Empire and have their names handed down to posterity.

Once Oxford possesses a Graduate School somewhat on the lines outlined in this paper, with complete freedom for professors and students, the whole tone of the University towards science will change. At present, at Oxford—to quote one of her own professors—"research is branded as specialism or despised as valueless."[88] When a graduate school has been set in operation, those who hold such opinions may come in time to perceive that in reality the disinterested researcher is the priest of the living truth, who must go whither his researches lead him, and is himself quite incapable of foretelling what will be the final result. He is thus one of God's most precious instruments for bringing truth into the world.

Should each college again insist on its tutors passing through this school before engaging their services as lecturers the gain to both pupils and tutors would be great.

> "Under pain of being considered a bad bargain for the College which employs him," writes an Ex-tutor of fifteen years' standing, "the College tutor must limit himself to the requirements of the Schools, both in his lectures and in his private work. He would like to pursue a more independent line of study but his pupils want from him not ideals of knowledge but help for their examinations. It would, I am sure, have been better for me and others in like case, and would in the long run have increased our tutorial efficiency, if on taking our degrees we had passed, so to speak, into an atmosphere of post-graduate study, with professors ready to take us by the hand into paths of more advanced knowledge."[89]

In conclusion, a word of warning. Thanks to the munificient Rhodes bequest, Colonials are streaming to Oxford from all parts of the Empire. Many of them look forward with joy to the delightful prospect of sitting at the feet of Lord Kelvin, Lord Rayleigh, Sir William

Ramsay, Sir William Crooks and other well-known leaders of English science. Their first disillusion is to find that these men are conspicuous at Oxford by their absence. A second blow is dealt to their fond dreams when they hear all professors indiscriminately described by the undergraduates as "blots on the landscape."[40] The dispersion of these illusions from the mind of the enthusiastic Colonial bodes no good to the Empire. Every solid union has its ultimate basis in mutual respect and esteem. If either of these is wanting the separation is only a question of time. There is thus a real danger, unless something is done to remedy the present state of affairs, lest the Rhodes bequest may not, in the end, act as an unskilfully hurled boomerang and come home to the Empire with disastrous results to all concerned.

H. P. BIGGAR.

NOTES.

1. T. H. Huxley, "Lay Sermons, Addresses, and Reviews," pp. 77-8. New York, 1888.
2. "L'Avenir de la Science," Paris, 1890, p. 77: "La science n'est que le bon sens éclairé et s'exerçant en connaissance de cause."
3. Grant Duff, "Inaugural Address at Aberdeen," p. 33, cited by Mark Pattison, "Suggestions on Academical Organisation, with especial Reference to Oxford, p. 170. Edinburgh, 1868.
4. "The Life, Work, and Opinions of Heinrich Heine," vol. i., p. 70. London, 1875.
5. Renan, *op. cit.*, p. 138.
6. J. F. W. Koch, "Die Preussischen Universitäten," Band I., Berlin, 1839, p. 138, "Der in der philosophischen Fakultät zu ertheilende Unterricht hat die zweifache Bestimung: (1) den Studirenden eine allgemeine wissenschaftliche Bildung, welche die Grundlage aller besondern seyn musz, zu ertheilen, und (2) die ihr eigenen Wissenschaften für sich zu fördern, und Meister in denselben zu erziehen."

7. Pattison, *op. cit.*, p. 163.

8. There are at present 468 professors, *Privatdozenten*, *Lectoren*, and *Sprachlehrer* on the four faculties of the University of Berlin. At Oxford the number of professors, lecturers, and tutors is only 262. Harvard has a permanent staff of 369, with 185 assistants and demonstrators, making in all 554.

9. Pattison, *op. cit.*, pp. 162-3.

10. Professor F. Paulsen in the "Deutsche Rundschau" for June, 1904. The article was translated into English, in the "Queen's Quarterly" of Kingston, Canada, for October, 1904, pp. 183-4.

11. J. B. Duvergier, "Collection complète des lois, décrets, ordonnances, réglemens et avis du Conseil d'Etat," tome xvi., p. 265. Paris, 1826.

12. *Ibid.*, *loc. cit.*

13. L. Liard, "L'enseignement supérieur en France," 1789-1893, tome ii., pp. 110-11. Paris, 1894.

14. *Ibid.*, pp. 294-5.

15. D. C. Gilman, LL. D., "University Problems in the United States," p. 125. New York, 1898.

16. "Some Notes on American Universities," in Sadler's "Special Reports on Educational Subjects," vol. xi., pp. 427-8. London, 1902.

17. "Reports of the Mosely Educational Commission to the United States of America, October-December, 1903," p. 289. London, 1904. *Vide* also this *Review* for December, 1905.

18. Sadler, "Special Reports on Educational Subjects," vol. xi., p. 429.

19. "Reports of the Mosely Education Commission," p. 302-3.

20. *Ibid.*, p. 290.

21. "The Examination Statutes revised to June 22, 1904," p. 237, Oxford, 1904.

22. *Ibid.*, *loc. cit.*

23. "Suggestions, etc.," pp. 160-1.

24. Bonamy Price, M.A., "Suggestions for the Extension of Professorial Teaching in the University of Oxford," pp. 9-12, London, 1850. This pamphlet might almost have been written yesterday so little have conditions changed.

25. This subject is now taught.

26. Oxford: "Brief Historical and Descriptive Notes," 6th edit., pp. 246-9, London, 1896.

27. "Suggestions," etc., p. 96.
28. "The Times, September 28, 1903.
29. "Suggestions," etc., pp. 265-6.
30. The Examination Statutes," etc., p. 167. "Quot anni in bonarum literarum studio ponendi requirantur ad gradum Magistri in artibus."
31. "Suggestions," etc., p. 191.
32. *Ibid.*, pp. 124-5.
33. "Report of Her Majesty's Commissioners appointed to enquire into the State Discipline, Studies, and Revenues of the University and Colleges of Oxford." Evidence, p. 25. London, 1852.
34. "Higher Schools and Universities in Germany," pp. 208-9. London, 1892.
35. "The Scope and Nature of University Education," pp. 92-3. London (The Cloister Library), 1903.
36. "Report of Her Majesty's Commissioners, &c.," p. 91.
37. *Ibid.*, p. 92.
38. Percy Gardner, M.A., Litt.D., "Oxford at the Cross Roads," p. 31. London, 1903.
39. "The Times," September 28, 1903.
40. W. F. Lord, "What is a University?" in the *Nineteenth Century and After*, for March, 1904.

Suggestions on the Training for a Solicitor.[1]

BY

JOHN CAMERON.

So much has been said and written on the question of legal education that I feel diffident in approaching the subject lest I am guilty of the mere repetition of what are now accepted truths. But the importance of the subject is such that some further reference may be made to this great question, and I feel the present position of affairs is almost discreditable to us when we see what has been done in America and on the Continent. Any one who has considered the question must be convinced of the necessity, and must be like myself attracted to the possibilities of really systematizing legal education in this country. Something has no doubt been done, but much remains to be done before anything like a satisfactory result can be attained. The times have changed since the practising solicitor was able to devote some considerable time and attention to the education of his apprentice. On the one hand the work which a practising solicitor has to do is more arduous and monopolizes more of his time, and on the other hand the educational requirements of the student call for more skilled and more regular assistance than the ordinary practising solicitor can effectively give. No law student in these days supposes that his knowledge of law need not extend beyond the modicum required for the purpose

1. This paper formed part of an address to the Liverpool Law Students' Association on the 11th January, 1906.

of passing the examinations of the Law Society, and the student has necessarily to look outside his principal's office for the skilled assistance which he requires—a fact which has, only too slowly, been recognized by the authorities. But even in such an important matter it is a heartbreaking performance to "get to business"—it is a tragedy to alter "what is," and an eternity to get the authorities to institute "what is to be"—and while we can admit that much has been done (and especially in Liverpool) in the interest of the student it is all too little, and there is some fear that we have now come to something like a deadlock.

I join others in feeling that there are features in what I might call the old order of things educational to which the profession clings and the responsible authorities accept, but which somehow or other will have to be swept away or at all events altered before we can have a really effective system of law education. One of these features, to which I should especially like to refer, is the method of attempting to combine at one and the same time office work and tuition with the important studies of the class room. The day is past when it was considered possible or sufficient for a law student to learn his profession within the four walls of the office in which he was serving his articles, and although recognising that fact, although welcoming and applauding the new order of things which seeks to provide for the student something more like real instruction, we try to maintain the old order of service during articles, and the result is to my mind unsatisfactory. I find it difficult to see how any student can give that attention to study which is admittedly essential—how he can take the best advantage of the class room work, and of the lectures which we pride ourselves in securing for him—at the same time that he is supposed to be taking careful note of the practical work in the office where he is serving his articles and participating in the same as far as is possible.

Then it is equally difficult to see how there can be any useful observance of and participation in the office work when there are such frequent interruptions owing to the demands on the student's time for his studies. One or other must be neglected or only performed in a perfunctory manner, and we shall all admit that there is as little chance in our profession as in any other if we are not "thorough." The more the student applies himself to the details of office work, the more he not unnaturally becomes attracted and the less inclined to devote serious thought to his studies. Either he neglects his study, which he ought not to do, for the more interesting office work, or in trying to do both he succeeds in neither, and gives a wrong impression to his master. The end must often be failure, and a source of irritation to the principal, who is trying conscientiously to assist his pupil. The principal is obliged to entrust his work to other clerks, whose whole time is devoted to the practice, and who can be relied on as having no pre-occupation and no lectures or classes to attend, involving lengthy absence from the office at inconvenient times. If the student is working hard at his studies he is doing little or nothing at the office, and I am almost prepared to say that he had better not be there—if he is seeing and doing useful work at the office he is distracted from his studies. And yet both serious and concentrated study and the opportunity of observing and taking part in the practical work of the solicitor's office are, in my opinion, absolutely essential to properly equip the student, and make him fit to take his place in the profession. My view is that the proper observance of both at the same time is incompatible with success, and that the sooner we obtain an alteration in the present system the better for the student and also for the profession generally, whose anxiety is to see its ranks filled with men worthy of its best traditions.

The alteration, which is suggested as an improvement, and it has my unqualified support, is to divide the present

period allotted to articles, and require a student to devote two or perhaps three years to steady and systematic study under the direction of capable teachers, and subsequently serve the remainder of his probationary period in a solicitor's office, under such circumstances that all his time may be given to his work there without interruption.

That we shall come to this in time is my firm conviction, and I only hope that time will not be far distant. It seems to me to be the only real business way of doing the thing as it should be done, and it would relieve the law student from having to struggle under at least one of the difficulties of an antiquated system.

Having arrived at the conclusion that there should be a separation of the periods of articles, it goes almost without saying that the period of study should come before rather than after the period of practical work. It is obvious that one ought to be grounded in the principles before their application in the ordinary routine of practice can be properly appreciated, and with reference to the period of study I cannot resist the opportunity of saying a few words. I am satisfied that the present go-as-you-please system is bad, and involves a most regrettable waste of time. It ought not to be open to the student—it ought not to be left to his own choice or caprice or to some fortuitous chance of direction—to decide whether he shall rely on his own unguided efforts in the matter of his studies or seek the assistance of a professional crammer, or attend at his own discretion and choice lectures or classes. Surely the necessity for careful and properly directed preparation is as great as, if not greater than in other professions, and I look forward with others to the day when the law student will have to go through a regular course of directed study as does the medical student before he is permitted to practise. That a well organised law school must afford the very best opportunity for any regular course of study is scarcely to be doubted, and not only do we find that the principle has been

adopted in America for many years, and has proved the greatest possible success, but there are actually upwards of one hundred of these schools actively working in thirty-five states of America. On the Continent—in France, Belgium, Germany, Austria, Holland, and elsewhere—I believe it is compulsory to have a law degree, and although in England no definite step has been successfully taken, we have heard for many years the rather smug assurance of the immense and manifest advantage to the student which would be given by such an organisation as a well directed law school. Can anyone doubt these advantages, which would include carefully selected and prescribed courses, regular exercises, written and—above all—oral examinations at stated and frequent intervals, and healthy competition among the classmen—all performed as I would wish to see without any of the interruptions incident to even the most considerate employment under articles?

The idea of a Law School, the wish for its establishment, has been before the profession and the public in England for nearly fifty years, and is it not an astonishing thing that we contrive or choose to muddle along all this time as if content with asserting our grievance but without insisting on our just requirements being supplied? Personally, I do not consider that our efforts should be directed to the creation of one central Law School (which, if granted, would no doubt be in London) for the foundation of what might be made thoroughly efficient schools of law exist in most—if not all—the universities throughout the country. I would build on those foundations—I would obtain recognition of their sufficiency. Is there anyone who will not admit that we have an effective school of law at the Liverpool University, one with which our Board of Legal Studies is closely associated and which, if endowed with the necessary powers and with the scope of its teaching enlarged where necessary, would be worthy and should

become one of the recognised and leading schools of the profession—one to which the steps of students in this large centre would be directed with the certainty of their wants being supplied to their own advantage and to the advantage of the profession and of the public at large.

In Medicine, we have centres at London, Edinburgh, Dublin, and Liverpool—why should there not be similarly centres for the study of the profession of Law?

I do not want to make light of the difficulties which have blocked, and still block the way to the consummation of this scheme, but I fail to see why that which has been found possible in America and on the Continent, and has proved so successful, should be further delayed in this country. The creation of a law school has been urged by men like Lord Selborne, the late Lord Russell of Killowen, and many others, and yet it is nearly thirty years since a Bill to establish a School of Law was introduced into the House of Commons, and it was then shelved by its promoters, or, as we are told, "not proceeded with." If it was merely a question of funds, there are surely many wealthy and public spirited men, both in and out of the profession, who could be relied on to supply all that was necessary, and with the funds lately derived from New Inn and Clifford's Inn as a nucleus, it is not a satisfactory thing to read a recent report of the Law Society and to hear that the scheme is for the present in abeyance. I look forward to some tangible step being taken at the earliest possible moment in the direction of this long-looked-for and earnestly desired improvement, and in the meantime we must continue to support by all means in our power the efforts of those who are working to so desirable an end.

I would wish to advocate, and I trust it will meet with the general approval of the profession, that the Council should prescribe that no certificate be granted authorising a solicitor to practise in this country unless he has fulfilled two requirements, first, that he has passed through a recognised law school and graduated there with a law

degree, secondly, that he has subsequently filled articles for a defined period in a solicitor's office. The course of study at the school might be planned to occupy three years, and I would not be tempted to shorten the period to those already possessing an arts degree, for the degree in law should be essential. And having passed successfully through the law school, then either two or three years articles in a solicitor's office, would, in my opinion, be a sufficient apprenticeship, especially if the student were able to devote his time without interruption in applying the principles he had learnt in the course of his studies. I would have no interruption by examination or lectures during this last period, and a certificate to practise should be granted to the student at the close of this period on the Council being satisfied that he had complied with the regulations. On this point I know there are some who consider that before admission there should at least be an examination in practice with a view to show that the time spent in the solicitor's office has not been wasted, and all I can say in this short paper is that there are difficulties in my opinion arising from the fact that there is a growing tendency to specialise in a particular branch of legal work, such as municipal, commercial, chancery, etc., whilst in some offices the practice would be mainly confined to conveyancing matters. This has led me to the conclusion that no really useful practice examination is possible or desirable.

I would make one further remark as to a division of the period of articles. I know there are those who think that the earlier studies of a student—the grounding process—are made easier and more effective if at the same time he has an opportunity of applying his teaching in the observance of practical work covered by that teaching. I quite agree to this in principle, but I do not think that a seat in a solicitor's office, with the disadvantages I have already referred to, is the best means of supplying that opportunity. First, there is the

difficulty that the range of work which is carried on in the office where the student is articled is hardly likely to be wide enough to provide illustrations for every branch of his studies, and even if the student is especially fortunate in this respect, there is a second difficulty, that illustrations afforded by the office work will rarely coincide in point of time and matter with the studies themselves.

To be really effective the practical illustration should occur at the same time as the teaching, and this brings me to another matter which is of great importance in discussing the question of a law school. I think that no law school could be said to have a complete organisation unless it provided some practice instruction. The student cannot hope to learn practice by simply listening to principles, however ably expounded, but with an opportunity provided in the school for himself doing the work—work properly chosen and directed—the want would be supplied in a regular and systematic way with careful explanation. I think such instruction could be given and that it would be worth much more than the necessarily irregular and haphazard opportunity which the student is now afforded to this end in a solicitor's office.

J. CAMERON.

The New Universities.

BY

F. W. SKEMP.

(Indian Civil Service.)

AN article appeared in a recent number of this *Review*[1] dealing with "A Neglected Aspect of our New Universities," an article suggestive and thought-provoking where it fails to convince, but demanding some reply unless the case against the new universities is to go by default. Nearer and abler but busier pens have failed, and so the writer ventures to step into the breach. He begs indulgence for any inaccuracy or vagueness, as the following has been put together in a rest-house in the Punjaub, remote even from such possibilities of reference as are to be found in the library of a small civil station.

The article in question begins with a statement about the new universities unintentionally but seriously misleading. "The scheme is," we are told, "that in each great city there shall be established a university specially adapted to meet the commercial requirements of the locality.' Now, we are all agreed that a university which was nothing more than a kind of higher commercial school would be utterly unworthy of the name. But what are the facts? The idea of giving commercial education in a university is an entirely new one which has yet to permeate both commercial and academic circles. The traditional and still popular view, held among others by Mr. Carnegie, is that the best training for success in business is to lick stamps and sweep an

1 "A Neglected Aspect of Our New Universities," by Dr. W. McDougal, *University Review*, vol. ii. p. 140.

office. It is less than five years ago that the conception of a Faculty of Commerce was first promulgated,[1] and all such faculties are but creations of yesterday. But the object of the pious founder of one of the best known of the new universities was that instruction should be given "in such branches of learning and science as are usually taught in the English universities."[2] Though the ideal of a university has developed since then in many ways, this is still the root-idea of the new universities as of the old, to prove which, it is only necessary to look at the foundation of chairs, lectureships, and fellowships in the various branches of pure learning.

Dr. McDougal, however, is mainly occupied in considering the local or non-residential character of the new universities and their situation in the large towns. He says in effect that because the new type of university relies to a large extent on local support, its graduates are in danger of being branded with provincialism. Even admitting for a moment that this is so, is it such a great change that can be effected in a youth's habits of thought by residence in another place for seventy-two weeks extended over three years? Moreover, the new universities, so far as the present writer is acquainted with them, draw a considerable minority of their students from distant parts of the country and a few from abroad; and, as a matter of fact, there can be few who pass through them who do not, before or after graduation, travel or reside abroad. To receive a liberal education should in itself be a sufficient safeguard against the petty side of provincialism. But there are other broader considerations. It will be an evil day for the vigour and independence of English life and thought when all local peculiarities and irregularities are merged into a colourless dead level, and when different localities cease to make their own individual contributions to the national life.

1 Sir Oliver Lodge in an address delivered in Liverpool.

2 John Owens, writing in 1846.

In the same way local patriotism is in its more restricted sphere as noble and as powerful an instrument for good as national or imperial patriotism; and not the least useful task which lies before local universities is that of purging provincialism of its meannesses, harmonising conflicting local tendencies, and guiding wisely the efforts of local patriotism.

Dr. McDougal has much to say about the non-residential character of the new universities. His remarks about the waste of time and energy in getting about a large city are only too true; but surely his picture of the student's trials in his suburban home is overdrawn. Is the youth who is so absorbed by the charms of suburban society that he has no time for his work likely to read solidly through the delights of a May term at Cambridge? For the man who wants to read, there are fewer inevitable distractions under the conditions of even home-residence at a new university than at either of the older universities. There are as a matter of fact at almost all the new universities halls of residence which are something like small colleges at Oxford or Cambridge. But have not the "advantages of residence" been rather made into a fetish? The really important things are a common social life and the opportunity of forming friendships; and because residence opens an easy way to both it has been regarded as identical with them. But surely few among those who have passed through one of our new universities cannot look back with pleasure to the corporate life of the university and still enjoy the friendships formed there. There are other ways of ensuring corporate life among students than by their sleeping and eating in the same building; and to deny this is to deny the experience of all the universities of all times and countries with the exception of but a part of our own. Had mediæval Bologna or Paris no common life? Dr. McDougal admits that for certain reasons the non-residential character of the German

universities "does not entail the drawbacks that are common to our modern city universities." The new city university is always very conscious of itself, and this fact leads to the deliberate organisation by means of a general representative council of students of a social life which residence tends to develop more quietly.

The third principal head of this charge against the new universities is their situation in large towns, and it is suggested that the new university of the future should be planted in a healthy area in the country. This, Dr. McDougal says, would be more economical and healthier physically and morally. There is, of course, much that is attractive in this suggestion, and we may all hope that in certain cases such universities or colleges may be established. In particular most of those who read Dr. McDougal's paper will be convinced that in the case of the proposed new College of Science for London, and the proposed new Technical School, the advantages of establishing them from the beginning outside the urban area outweigh the disadvantages. It is hard to resist the conclusion that the article under discussion was really written with the special object of proving this case, and that the general strictures on the newer universities are so many *obiter dicta*. Dr. McDougal seems to have forgotten that London differs from all other cities in its absence of local or civic feeling; and one feels that he has not examined the historical facts which have caused universities to grow up in big towns. The typical new university is born of a union of local patriotism with educational enthusiasm. Local patriotism is not without its limitations and likes to see handsome buildings and be conscious of a university in the heart of the city. Surely not an unhealthy spirit, for it is well that other pursuits besides money making should be carried on in an industrial centre and should be fittingly housed and symbolised.

The centrifugal economic forces which tend to keep a

university in a great centre are almost as strong as those which hold a large commercial concern. The case of the removal of schools is hardly to the point, because at present a school appeals to a much wider public and is a much more contained and easily managed institution than a university; and the migration of a university from the town where it has been founded is a thing very hard even to imagine. Roughly speaking the same economic causes, ease of communication and so forth, which have in spite of all dawbacks forced men to come together in cities, make cities the natural home of universities as well; and, as a matter of fact and of history, most universities have been situated in large towns. Under present circumstances in England it would appear that a university or college could be founded in the country only with limited aims and a unified foundation, like the Royal Holloway College, Cooper's Hill, and the old East India College at Haileybury. But a true university must be something more than these.

Dr. McDougal's economic argument that it is cheaper to run a rural than a city university, and in particular that it is necessary to pay the staff of the former rather less than two-thirds the salary required by the staff of a city university is a little difficult to follow. The site would, of course, be cheaper, and so would house-rent; but a university once thoroughly under weigh would mean a crowd of tradesmen who supplied its needs at prices considerably higher than those of the neighbouring city. Who has not heard of "Cambridge value" or "Oxford value?" And it is idle to suppose that any system of residence will ever be run cheaply by an academic body. An academic person or body does not possess the gifts and arts of management of a hotel proprietor, and that is the end of the matter. There is no reason why the thing should be better done by academic youths and inexperience than by older men. But this leads our enquiry into different paths.

A town has many things to give to its university. The vigorous life of a city prevents all possibility of any stagnation from creeping over the life of its university, and in particular must strangle all pedantry. A certain financial authority moreover once remarked that dons are as children in money matters, and, whether this be true or not, it is an obvious advantage for the university to have constantly associated with its governing body professed men of business who can control its finance and investments.

But there is a consideration more important than this, medical studies cannot be carried to a successful conclusion in a small town, owing to the absence of great hospitals and a sufficient variety of cases for study, hence medical students from Oxford and Cambridge as a rule finish their course at one of the London hospitals. But there are obvious advantages for the student in taking the preliminary or final professional studies in the same place. The younger men meet the older, courses may overlap a little, and so on. Moreover Mr. Lecky has somewhere remarked that no other profession is so empirical as that of medicine, because of the all-absorbing claims of practice and the comparative absence of original research. Now clearly no form of mental activity is more essential to human welfare than medical research; and the best stimulus to medical research is the constant intercourse of leading physicians and surgeons with men engaged in original work in other directions at the same time that actual practice is interfered with to a small degree. It is hard to see that these conditions can be fulfilled anywhere else but in a university established in a great town.

Dr. McDougal's fears for the morals of unguarded youth at our city universities are almost amusing. He is especially concerned for medical students and suggests statistics in support of his views regarding students who never become qualified. Now, as some of us are aware,

it is no conclusive proof of either stupidity or depravity even for a medical student to fail to become qualified; though I cannot say any more than Dr. McDougal what becomes of such students. It is hardly necessary to point out that the slightest oversight on the part of any responsible person is enough to prevent the selection of disreputable lodgings. The proctorial system and grandmotherly care of our ancient universities have led an observer like Sir A. Conan Doyle to remark that while the undergraduate leaves Oxford or Cambridge still a boy the Scottish student at the end of his course is a man. Englishmen have never loved a fugitive and cloistered virtue.

Oxford and Cambridge, of course, hold an undisputed primacy among English universities. The most strenuous and enlightened modern effort can produce nothing to rival the dignified tradition of centuries of learning set amid quiet lawns, mediæval buildings, and beautiful music. But have the new universities no advantages peculiar to themselves? In the remainder of this article I shall try to show that they have.

The first and perhaps the chief among these is a freer and more liberal atmosphere and a greater readiness to accept new ideas. The University of London owes its foundation and to a smaller extent its original unhappy constitution to the fact that the existing English universities refused to open their doors to Nonconformists. Even now, while the divinity degrees of Oxford and Cambridge are open only to members of the Church of England, the new universities are instituting entirely open faculties of theology. It is admittedly a bad thing for professional studies to be pursued by men alone or in small groups, and obviously still worse if the subject studied admits of bitter divergencies of opinion, and if the students are grouped in colleges according to their opinions. Yet the older universities have not only offered nothing better than this, but have, moreover, closed their degrees

to all persuasions save one. On the other hand the new faculties are absolutely open to all comers, many shades of opinion are represented on their staffs and advisory committees, and now, for the first time in England, men of different beliefs are associated together in promoting theological studies.[1] It is hard to overestimate the importance of this fact for the future sanity and charitableness of English religious life, or to value too highly the intercourse and interchange of opinions among the students of the new faculties.

The new universities have also adopted a much more liberal policy with reference to women. Oxford and Cambridge only allow women to study apart and that grudgingly; but the new universities, after some hesitation in the past it is true, have at length not only thrown open to women all lectures and degrees but admit women students to participation in their social life. The social life of the newer universities is in this respect therefore much more complete than that of Oxford or Cambridge.

In point of intellectual atmosphere, and temper, too, there are certain differences in favour of the newer universities. They are naturally entirely free from any incubus of tradition, such as prevented Oxford until the other day from establishing an Honours School of Modern Languages, and still does not allow anything like adequate attention in either of the ancient universities to be paid to English literature. The younger universities take more than their due share in the critical study of English language and literature—especially if regard be paid to their available endowments. And while everyone now-a-days is agreed that examinations are at best a necessary evil, and the accent is increasingly thrown on the fact of the *evil*, the newer universities are more keenly conscious of this and seem more determined to find a remedy than are the ancient universities.

1 Notably in the newly formed Faculty of Theology at the University of Manchester.

Cambridge alone among English universities, for instance, has a rigid system of classification into nine sub-divisions in the Classical Tripos, and still retains the publication of a numerical order in Mathematics. Cambridge has not been able to do away with the absurdity that one of the best known academic distinctions in the world depends not only on the chance of an examination and the astuteness of rival coaches, but on the result of the first part of a tripos only! And similarly fellowships at Oxford are, sometimes at least, awarded on the results of a special examination, as if the schools' examinations were not sufficient! On the other hand, tentative proposals have already issued from[1] one of the new universities for associating other tests for degrees along with examinations. It is true that the constitution of the University of London, with its reliance on examinations, affords even now a considerable exception to the better state of things in the newer universities, but improvements have already been effected here. and more may be hoped for in the future.

Another characteristic feature of the new universities is the importance which they attach to research. Oxford and Cambridge regard themselves, and are regarded, as places of education rather than anything else. A man spends three or four years reading for his degree and goes down immediately upon graduation unless he obtains a fellowship or is reading for a further examination. The newer universities, on the other hand, regard education as only half their work, and lay full emphasis on the other side of university activity—the conception that a university is a home of learning and science and a centre for advancing human knowledge. Thus the most promising students of each year are encouraged as far as possible to spend one year in original research before going on to professional work; and fellowships, although

1 See Dr. Schuster's paper in the first number of the *University Review*, May, 1905.

as yet not very numerous, are awarded only after enquiry and on the assurance that some definite piece of research work shall be performed by the Fellow. Evidence of the performance of such work has to be produced to secure the renewal of a fellowship. This is rather different from the more numerous and more valuable "prize-fellowships" of the older universities. Moreover, the idea of the importance of research permeates the whole university body and is accepted even by those who never devised an experiment or spelt out an ancient manuscript.

There are, of course, grave disadvantages in a system of university education given in big towns to students living principally at home or in lodgings; but these conditions also involve great and compensating advantages, notably in the contact and mutual influence of the life of a university and a great city. And apart from these altogether the newer universities need fear no comparison in readiness to accept new ideas, in liberality of policy, in consciousness of the evil of examinations and of the importance of research. The city university was a new type to the England of the nineteenth century, but after all it is the historic type of university in all other countries; and our newer universities may well stir the pride of all who have passed under the influence of one of them.

F. W. Skemp.

Workpeople and the Universities.

UNIVERSITIES are making it quite evident even to the "man in the street" that they are assured that, at least, one element in their strength lies in the exercise of their teaching powers, not only within their walls, but in the districts around. Consequently they are mingling their activities with those of lesser bodies, leaving themselves in no place without witness, anxious to justify their actions by providing teaching which is worthy of being termed—University. There is what may be termed a "staffing difficulty" in the attempt to maintain these activities, but a steady and consistent demand for their exercise will eventually neutralise this entirely. In these days of rapid transit it is not unreasonable for men and women, who are unable to reside under the shadow of university buildings, to ask professors to come out to them. Indeed no educational system in any town can be considered complete unless it has a University outpost which shall bear the same relation to the town as the University does to the nation. As many subjects as are reasonably demanded of education should be included in the teaching in these outposts. It does not matter whether degrees or diplomas are awarded—it does matter that the education shall be the best of its kind. And so these outposts may act in each town as a common platform where creed and party cause no distinctions, where men pursuing a common end are conformed thereby to a common likeness. And the common end is to find out how best "to co-operate in the law of progress."

It was an ideal such as this that inspired the Universities in their self-imposed task of Extension, and every University Extension Centre should translate something of the ideal into its common life. There are centres delicately termed "afternoon tea centres," the haunts of ladies of leisure, but there are many centres where the pulsations from the great heart of the University are distinct and clear.

There are indications of change in the conduct of University Extension. The Oxford and Cambridge authorities are carrying

on their work with increased vigour; they are alert and anxious to teach where and when they can; they sympathise to the full with the desire of the workmen for liberal education. It only remains that their meagre funds be augmented by some of the wealth which, according to recent critics, is so often misspent. For the University itself to take advantage of its Extension work, the authority should have some power over the organisation of the demand. At present it has little, if any. More power necessitates more funds.

London has carved out a district for itself; in it Oxford and Cambridge have no rights. Liverpool, Manchester, Birmingham, Sheffield, Leeds and Cardiff (as part of the University of Wales) are organising seriously. What will happen? Will they desire to follow the London precedent and have restricted areas? Or will they compete with Oxford and Cambridge, to whom restricted areas will be valueless? It is probable that neither of these courses will be followed. There will probably arise a new type of University Extension teaching, a quiet type which will only attract students—it may even attract research students—sustained partly by the University and partly by the local Education Authority, because a reasonably small attendance—certainly not more than fifty—would be totally inadequate to support it. This type the new Universities may provide. The old type for assemblies of all sorts of intelligent people, and by reason of its classes not missing the student proper, will continue to be administered by Oxford and Cambridge, secure in the enjoyment of their unassailable prestige.

Whatever happens, England is revealing unmistakeable signs of a demand for liberal education, which may be expected in a few years' time to partake somewhat of the nature of a revival. There is no subject more popular; our magazines and reviews give space to it; our bookshelves are following suit. The country is becoming tired of ephemeral literature, and regards merely technical education as only the bones of things —and dry bones often. It would be an unhealthy reaction if the true influence of technical education were lessened, but its influence is false unless it is clothed with a vestment of liberal education. Meetings on higher education for workpeople will cause workpeople to throng a trades hall on one night and a lecture theatre of a university the next. The fascination of the subject will keep trades councils and trades unions (even though the meeting be held over public-houses) until long after

the proper hour, and public-house keepers have to turn the lights down because their patrons are discussing education as keenly as many workpeople are supposed to discuss beer. This is no exaggeration. It would be idle criticism which pointed out the obvious fact that people would rather talk about education than take any active steps to educate themselves. Of course they would, but the fact that they are willing to talk about it is surely justification for the hope that workpeople will some day be willing to sacrifice something to bring themselves to that condition wherein they normally correspond with "the law of human progress."

The rise of the Workers' Educational Association is in itself a justification of hope. With paltry funds it has induced a national movement. It operates over four large areas, and is systematically at work in twenty-five towns. Of the nature of its work sufficient can be judged from the report of one of its branches, viz., the Rochdale Education Guild, which it will not be out of place to reproduce in these pages. The history of this branch may be briefly stated thus:—In October, 1904, the Workers' Educational Association held a Conference in Manchester, which resulted in the establishment of its North-Western Committee, and incidentally induced the old Rochdale University Extension Committee to decide, in March, 1905, to re-organise itself upon the lines of the Association. "I do not think that better work has been done anywhere than by this Guild," said the Rev. Hudson Shaw, when speaking of it recently. The first annual report of the Council of the Guild runs as follows:—

"There are 51 honorary and 227 ordinary members. Sixty-two societies are affiliated to the Guild, comprising 22 trade unions, 23 Sunday school young men's classes, and 17 co-operative, educational, literary, and other miscellaneous societies. Sixty organisations were visited by deputations, resulting almost invariably in the affiliation of the society visited, and frequently in the discovery of wants which the Guild has, directly or indirectly, since supplied.

"One of the main objects of the Guild has been to continue and extend University Extension work. The session was opened with Dr. Dallinger's lecture, on 'The Microscope,' generously provided by the Gilchrist Trustees. Before Christmas, Mr. J. C. Powys, M.A., gave a successful course of lectures on 'Plays of Shakespeare.' Since Christmas, Mr. Hudson Shaw has more than maintained his popularity

by his brilliant lectures on 'Ruskin.' The audiences have averaged about 500, and it is especially gratifying to note the largely increased number of working people in regular attendance. The first active work of the Guild was in connection with Museum and Art Gallery, where 'Talks' on art, botany and geology were given, and specimens of the flora of the district displayed. A series of five lectures, mainly on natural history, have been voluntarily given by local gentlemen to satisfactory audiences on Saturday evenings. It is hoped to do more in this direction of providing, freely or at small charges, popular fixtures, at once enjoyable and profitable, for Saturday nights.

"An important part of the Guild's work has been the suggesting or providing of class and reading circles. On the Guild's recommendation, the Education Committee arranged a number of classes, including those in connection with the 'Shakespeare' and 'Ruskin' lectures; classes in citizenship and economics (at Rochdale and Castleton); in English elementary and advanced); and three classes for men only in elementary subjects, one of them specially for policemen and postmen. On the suggestion of the Carters' Union, conveyed through the Guild, the Education Committee provided six lectures on 'The Care of the Horse,' attended by audiences never less than 100. Through the influence of the Guild, reading circles have been held by the Castleton Literary and Scientific Society, on 'Ruskin'; by St. Mary's Men's Club, on 'Shakespeare'; and by Hamer U.M.F.C. Sunday School, on 'The Elements of Politics.' A course of six lectures on English History has been voluntarily given by Guild members at Smallbridge, Littleborough and Shawclough. The Guild has also provided various organisations with individual speakers.

"Excursions. Two parties, numbering respectively 55 and 137 members and friends, have witnessed performances of Shakespeare's 'Tempest' and 'Cymbeline,' at Manchester. Visits wills shortly be paid to Ancoats Museum and University Settlement, and to the Ruskin Museum at Sheffield. Each member has received a copy of the Guild Calendar, containing a list of the chief educational fixtures of the winter. These had been previously entered in a manuscript diary kept for the purpose at the Free Library.

"Two local students will be able to attend the Summer Meeting, at Cambridge University in August by means of

Scholarships. One is provided jointly by the Workers' Educational Association, Cambridge University, and the Guild; the other by Mr. Gordon Harvey, M.P. The Scholarships will cover all expenses, together with loss of wages. Financially, the Guild is in a satisfactory condition; but the fact that the Extension Lectures have not proved self-supporting demands serious consideration. It need scarcely be said that the extent of the Guild's usefulness will largely depend on the financial support received, as well as on the voluntary services so freely rendered. One of the outstanding features of the Guild's activities has been the extent to which it has co-operated with existing organisations, *e.g.*, the Education Committee, the Free Library Committee, the Field Naturalists' Society, the Rambling Club, the R.S.P.C.A., etc.

"The Guild is exerting a more than local influence. It is described as the most successful branch of the Workers' Educational Association, and from all parts of the country enquiries have been received as to its organisation and methods. Representatives of the Guild have spoken on its aims and work at Littleborough, Oxford, Birmingham, Manchester, Handsworth and Preston. It is impossible to name all the societies and individuals to whom the Guild owes sincere thanks, but mention must be made of the Education Committee, the Provident and Pioneers' Co-operative Societies, the Library Committee and officials, the local press, and the many gentlemen who have freely given the public the benefit of their special knowledge. In conclusion, the Council earnestly hope that this report of the first year's work—showing that at least something has been done towards fulfilling all the aims stated in the constitution—will convince the public of Rochdale and district that the Guild is worthy of their generous and enthusiastic support."

A. M.

Foreign University News.

UNITED STATES OF AMERICA.

From Correspondents and by special permission from "The Michigan Alumnus," "The Yale Alumni Weekly," and "Old Penn," the organ of the University of Pennsylvania.

City Government Clubs and their Work.

Representatives of twelve Universities and Colleges were received recently by President Roosevelt with a view to furthering the federation of the City Government Clubs of the various Colleges. The purpose of these clubs and of the proposed federation has been stated by the Yale City Government Club as follows:—

"The rallying of patriotic citizens throughout our land to the support of honesty and competency in public service and to the attack on such methods as are the antitheses of these, brings to mind the urgent need of preparing men going out from our Universities and Colleges for active work for good government. Although there are many inter-collegiate organisations of a social, religious and physical nature, there is none which is devoted to the stimulation of patriotism and the inculcation of the principles of honest citizenship. An association of the prominent Colleges of the country dedicated to competency and honesty in government, and formed on non-partisan lines, would be a potent factor in the present and a beneficial influence for the future politics of our country. To carry out the ideas above set forth, the Yale City Government Club earnestly proposes to co-operate with men of each University in forming good government clubs in the Universities and Colleges throughout the United States; to unite the clubs when formed into a federation established on non-partisan lines and dedicated to good government; and, if possible, to hold an annual convention to discuss the work of the various clubs and to attain their aims by united effort."

Each club will be free to act according to its individual needs and circumstances, but in general they will all be "chapters" of the fraternity thus founded to promote interest

and actual participation in practical politics after graduation. The paragraph quoted above was contained in a circular letter sent to a number of Universities. The plan met with an enthusiastic reception and immediate support. The successful termination of the preliminary work is the result of four months' communication among the Colleges and with some of the most prominent men in public life. The idea has received the heartiest endorsement on all sides. The Federation will gradually extend its work among all Colleges of importance in the United States, and it is the hope of those responsible for the movement that every American College man may become acquainted with the actual workings of politics and be ready to take his part in the fight for honest clean government when he goes out into the world.

Conference of American Universities.

The seventh annual Conference of the Association of American Universities was held at San Francisco, March 14th to 17th, 1906. The following delegates were present:—From the University of California: President Wheeler and Professors Leuschner, Stringham, Moses and Lange; from the University of Chicago: Professor Burton; from Columbia University: Professor Carpenter and Mr. Keppel; from Harvard University: Professor William James; from Johns Hopkins University: Professor Remsen; from Leland Stanford Junior University: President Jordan, Dr. Branner and Professors Stillman, Murray and Matzke; from Princeton University: Professor West; from the University of Wisconsin, President Van Hise; and from Yale University: Professor Woolsey. The papers presented and discussed were as follows:—"The Reaction of Graduate Work on the other Work of the University"; "The Changing Conception of 'The Faculty' in American Universities"; "Interchange of Professors in Universities"; and "To what Extent should the University Investigator be Relieved from Teaching." The officers of the Association for the coming year will be:—President, University of California; Vice-President, Harvard University; Secretary, Columbia University; other members of the Executive Committee Chicago University and the University of Wisconsin.

Chicago.

THE MEMORIAL TO THE LATE PRESIDENT HARPER.

Plans for the Harper Memorial Library building, to be erected by the Trustees of the University of Chicago as a

memorial to the late William Rainey Harper are already completed, and the work will begin at once. The building will be the largest of its class in the world, and it is said, with the exception of the Congressional Library in Washington, will be the most complete in the United States. The library proper will be 216 feet by 80 feet, and 100 feet high. An imposing feature will be the central tower, rising to a height of 260 feet. The style of architecture will be Gothic, and will harmonise with the other buildings of the Campus. When completed it is estimated that the building will have cost $1,250,000.

Columbia. UNIVERSITY NEWS AND NOTES.

At a meeting of the Trustees of Columbia University, held in March, the budget for 1906–7 was finally considered and adopted. The total amount appropriated for the year beginning July 1st, 1906, for the maintenance and current expenses of the University was $,444,460.48. The expenditures on account of Barnard College, Teachers' College, and the College of Pharmacy, to be agreed upon later, will increase this total to considerably more than $2,000,000.

Professor William Hallock, of the Department of Physics, has been appointed Dean of the Faculty of Pure Science, *vice* Professor Edmund Wilson, who resigned the post because of the heavy pressure of his research work at the present time.

The new Faculty of Fine Arts has been formally organised, and Professor James Rignald Wheeler, Professor of Greek Archæology and Art, designed as Acting Dean of the Faculty. The Faculty will consist at the outset of President Butler, Acting Dean Wheeler, Professors Hamlin, Sherman and Kress, of the Department of Architecture; Professors Rübner and McWhood, of the Department of Music; Professors Dow and Farnsworth, of Teachers' College; Professors Young and Olcott, representing Classical Archæology; Professor Hirth, of the Department of Chinese; Frederick Dielman, President of the National Academy of Design; Sir Purdon Clarke and Mr. Edward Robinson, respectively Director and Assistant Director of the Metropolitan Musuem of Art; and the professors yet to be appointed in the Departments of Painting, Sculpture and Decoration. The right to nominate for these professorships is vested in the Council of the National Academy of Design. It is hoped that the first public announcement of the work of the new Faculty will shortly be made, and that instruction will begin at the opening of the University in September next.

Michigan.

UNIVERSITY NEWS AND NOTES.

During the College year 1904–5 the net receipts from students' fees at the University of Michigan were $221,285.97. This amount included not only matriculation and departmental fees, and the charges for the summer session, but also the fees charged for laboratory and demonstration courses, thesis printing, gymnasium lockers, and diplomas. These funds paid not quite one-third of the expenses of the University for that year, which amounted to $795,957.05. The balance was received from the State, from miscellaneous earnings, and from interest on the University fund in the State Treasury.

The University of Michigan Union has just started its campaign among students, alumni and friends of the University to secure funds for the erection of a club-house. It has issued an illustrated booklet of twenty-eight pages describing the organisation and aims of the Union, especially in regard to the proposed club-house. Twenty-seven thousand copies of this booklet are being distributed, and with each is sent a subscription form. It is stipulated that the club-house shall include the following features: a café, rooms for the use of student organisations, living rooms for visiting alumni and their friends, and an assembly room for the use of students, members of the faculty, and alumni.

Pennsylvania.

FRANKLIN BI-CENTENARY.

The University of Pennsylvania commemorated with inspiring ceremony the two hundredth anniversary of the birth of its great founder, on Thursday, April 19th, 1906. The oration entitled "Si Monumentum Requiris Circumspice" was delivered by the Hon. Hampton L. Carson, Attorney-General of the Commonwealth of Pennsylvania. The degree of Doctor of Laws having been most graciously accepted by His Majesty Edward VII. was, under his instructions, received by his Ambassador, Sir Henry Mortimer Durand, in person. Other honorary degrees were conferred upon notable personages. Among English and foreign recipients were:—Edward VII., King of England; the Hon. Andrew Carnegie, Lord Rector of St. Andrews University; Sir George Howard Darwin, Plumian Professor of Astronomy and Experimental Philosophy at the University of Cambridge, England; Guglielmo Marconi, investigator and inventor; Ernest Rutherford, Professor of

Physics at McGill University, Montreal; Dr. William Paterson Paterson, Professor of Divinity at Edinburgh University; Alois Brandl, of the Royal Academy of Sciences, Berlin; H. A. Lorentz, most distinguished of the physicists of Holland.

SOCIAL STUDY.

In response to many and insistent requests from religious, social and philanthropic organisations, the University of Pennsylvania has decided to offer a preliminary course for the training of workers in these various activties. In 1899 the University established a course of Social Work, limited to College men. Changed conditions now make it possible to enlarge the plan and to offer the course to both men and women who desire to fit themselves for service as paid or volunteer workers, or as directors and trustees. There is a growing recognition of the fact that, in addition to good intentions and the missionary spirit, careful preparation is required for those who desire to help their fellow men. For those who have had special training there is a steady demand; the untrained worker is distinctly at a disadvantage. New organisations call for an increased force of workers. Such training will, therefore, be of the greatest value, no matter what particular field the student chooses. Church visitors and deaconesses; teachers in Sunday or day schools interested in their pupils as well as in their lessons; probation and truant officers and all who deal with homeless and neglected children; workers in the multitude of philanthropic and social societies; all those in a public or private capacity who deal with criminals; physicians and nurses interested in the larger social aspects of their profession must have the highest degree of preparation to increase their effectiveness. It should be distinctly understood that no one will be a trained worker after taking a preliminary course of six weeks' duration. The aim will be to give the beginner a general introduction to the field of social work and to broaden the view and stimulate the enthusiasm of those who have already been in active service. If the preliminary course creates a sufficient demand, the University will doubtless later offer opportunities for training throughout the school year, leading to a certificate of proficiency. The co-operation of a number of experts has been secured for the preliminary course. Lectures will be followed by discussions, and once a week the class will visit typical institutions in and about the city. For this preliminary course there will be no fixed requirements for

all, but each applicant must furnish satisfactory evidence of ability to profit by the course. The Director will suggest books and other reading after consultation with each student. The fee for the course will be $10.00, as students will have the privilege of the University Library. Cards admitting to single lectures may be had upon application to the Director. All who contemplate taking the course, or who wish to know further details, are requested to correspond with the Director. Advice and suggestions relative to rooms, board, etc., will be furnished out-of-town applicants. Address, Carl Kelsey, Director, Logan Hall, West Philadelphia.

Yale.

THE WORK OF THE GRADUATE SCHOOL.

The Graduate School report recently published indicates a healthy and continued growth in the School. It contains the record of more than forty new courses of study, and bears the names of fourteen new instructors. A notable feature is the tendency shown in the report to broaden the scope of graduate instruction by incorporating research courses on the borderland of the subjects of law, divinity, and medicine. Thus, in law, among the social sciences, there are courses in international law, American constitutional law, American diplomatic history, in the French, German and Spanish codes and in Roman law. In divinity, among the Biblical literature, there are courses in church history and early Christian literature, the theology of the Hebrew prophets, and of Judaism, and the study of the New Testament gospels and epistles, and in work allied to the Medical Department, among the science courses, physiological chemistry, nutrition, circulation, bacteriology, physiology, morphology of the brain, and the natural history of man. Another tendency is in the line of closer inter-departmental relations. This tendency is shown by the emphasis in the advanced laboratory physics placed on larger requirements in mathematics. The Engineering, hitherto classed with Mathematics, is now made a separate department, and includes work in the several lines of mechanical, civil, sanitary and mechanical engineering. Anthropology and sociology is this year made into a sub-section, separate from economists and law, and included in this group is a variety of courses. In the Department of Philosophy the scope of work has been notably extended.

The Universities.

ABERDEEN.

University News and Notes.

At a meeting of the General Council of the University, held on April 11th, a resolution was passed expressing regret at the retirement of Mr. James Alexander Campbell, LL.D., from the Parliamentary representation of the Universities of Glasgow and Aberdeen, and the Council's high appreciation of his distinguished services to Aberdeen University.

The annual grant for the payment of assistants in the University Library has been increased, and further accommodation for 20,000 volumes has been provided in the two north transepts.

The following distinguished guests will take part in the quatercentenary celebrations next September:—Israel Abrahams, President of the Jewish Historical Society of England; Sir Joseph Fayrer, K.C.S.I., F.R.S., Physician Extraordinary to the King; the Right Hon. Richard Burdon Haldane, K.C., LL.D., Secretary of State for War; Major Percy Alexander Macmahon, D.Sc., F.R.S., Secretary of the British Association; Thomas Hudson Middleton, D.Sc., Professor of Agriculture in the University of Cambridge; the Right Hon. Lord Mount-Stephen, G.C.V.O.; Philip Henry Pye-Smith, M.D., F.R.S., Vice-Chancellor of the University of London;; John Alexander Stewart, LL.D., Professor of Moral Philosophy in the University of Oxford; Robert Yelverton Tyrrell, D.C.L., emeritus Professor of Greek, Trinity College, Dublin; Paul Vinogradoff, D.C.L., Professor of Jurisprudence in the University of Oxford.

Mr. T. B. Mitchell, M.B., has been appointed Junior Assistant in Physiology for the remainder of the session in the room of Mr. G. Mitchell, M.D., resigned.

The spring graduation ceremony took place recently in the Mitchell Hall, Principal Lang presiding. The following degrees were conferred:—M.A., Honours, 17 men, 3 women; M.A., Ordinary, 29 men, 22 women; D.Sc., 1 man; B.Sc., 11 men; B.Sc. (Agriculture), 4 men; B.D., 3 men; LL.B., 2 men; M.D., 9 men; M.B., Ch.B., 28 men, 2 women.

CAMBRIDGE.

Proposed Changes in the Mathematical Tripos.

The Special Board of Mathematical Studies has recently issued a report recommending important changes in the examination for the Mathematical Tripos. It is said that as constituted at present the examination is unsatisfactory in many ways. The following important suggestions are recommended for the approval of the Senate:—

(1) That a student may be a candidate for Part I. of the Mathematical Tripos at a date not earlier than his second term and not later than his seventh term; (2) that a student who fails to obtain Honours in Part I. of the Mathematical Tripos may be a candidate on a second occasion, provided he then be otherwise qualified; (3) that the list of successful candidates in Part I. shall be arranged in three classes, the names in each class to be arranged alphabetically; (4) that a student shall not be admitted as a candidate for Part II. unless he have already obtained honours in one of the Honour Examinations of the University; (5) that a student may be a candidate for Part II. at a date not earlier than his fifth term and not later than his tenth term; (6) that the list of successful candidates in Part II. shall be arranged in the three classes of Wranglers, Senior Optimes, and Junior Optimes, the names in each class to be arranged alphabetically; (7) that in the examination for Part II. the class in which a candidate is placed shall be determined by his performance in the subjects of Schedule A, a mark of distinction, and a mark of proficiency being awarded to those candidates who acquit themselves with sufficient credit in the subjects of Schedule B.

In the course of their report the Board state that "The Mathematical Tripos as at present constituted exercises in several respects, in the opinion of the Special Board, an unsatisfactory influence upon the course of study of the candidates. The ablest men, the class from which our professional Mathematicians and Mathematical Physicists are drawn, are encouraged to spend an excessive amount of time upon detailed work in the less advanced parts of Mathematics, and are thus precluded, during their time of preparation for Part I. from making adequate progress in the work, for which their abilities and knowledge fit them, of putting themselves into touch with the actual progressive science of our time, in any of its numerous lines of advance. This is due partly to the character of the present

examination, but is also in great measure a result of the system, which exists in Part I. of the Tripos, of placing the candidates in order of merit. It is true that there have recently been cases in which such men have availed themselves of the privilege of taking Part I. at the end of the second year, but many other men would, with educational advantage to themselves, have adopted this course had they not been deterred by the fear of obtaining a somewhat lower place in the list. The greater part of the men of this class, by spending much time during the first three years of their course upon an excessive amount of polishing of their mathematical tools, leave themselves an insufficient amount of time for reaping the advantage of the skill they have acquired, by applying that skill to more interesting work. The advanced subjects studied during the fourth year have often to be commenced from the very elements, and there is little opportunity for discovering whether a particular line of advanced work is suitable to individual tastes and abilities.

"As regards the larger class of men who are below the highest level, but still possess considerable aptitude for mathematical studies, the number and extent of the subjects of which a detailed knowledge is required in Part I. have been found to be excessive. Such men would receive a more satisfactory education if the study of a simplified general course of Mathematics were prescribed for them, leaving to those of them whose time was not fully occupied in this way leisure for some more advanced work in directions which might accord with their tastes. The present Mathematical Tripos does not encourage any course of study suitable to the important class of men whose main subject of study is connected with the Mechanical Sciences Tripos, or the Natural Sciences Tripos, but for whom it is of great importance to have a sound knowledge of Mathematics up to a considerable level. The same remark applies to the case of other students who desire to spend a part only of their time at the University upon Mathematical studies.

"The present Mathematical Tripos is, in the opinion of the Special Board, in several respects unsatisfactory as an examination. The task is imposed upon the examiners of setting questions which shall be suitable for the purpose of arranging in order of merit candidates of exceedingly various degrees of ability and attainment, and which shall at the same time operate effectually in the direction of encouraging sound educational lines of study for the various types of candidates. The attempt to fulfil these somewhat conflicting requirements has led to

considerable oscillations from time to time in the difficulty and character of the questions set. The work of at least half of the candidates has not been found to be satisfactory in quality. One cause of this is believed to be that such candidates are not encouraged to spend enough time and thought in attaining clearness as regards general principles, the mere manipulation of symbols occupying too much of their attention. The questions set in Mathematical Physics are often of such a character as to maintain and emphasise the divergence which has obtained within the University between the study of Physics in its abstract and on its experimental sides, to the great disadvantage of students of the subject.

"The Board propose that an examination of an elementary character be established, to be called the Mathematical Tripos Part I. This examination would be taken by the better students at the end of the first year, and by others at the end of the second year. It would serve the two main purposes of relieving those who had passed it from the obligation of spending further time on the elementary parts of subjects contained in it, and of indicating a course and providing a test suitable to the needs of those students of Engineering or Physics who are willing and able to spend part of their time in acquiring such a knowledge of Pure and Applied Mathematics as the examination will test. Among students who now read solely for the Natural Sciences or for the Mechanical Sciences Tripos there are some (the number is increasing) who could profitably devote their first year to the study of Mathematics, but are deterred by the absence of any recognition of such a course in the University. The proposed examination would provide the necessary encouragement to such students to follow the curriculum best suited to their needs; and would thus fulfil a very important function quite independent of its relation to the other part of the Mathematical Tripos. In framing the regulations for the proposed Part I. the Board have endeavoured to secure, so far as such an object can be secured by means of regulations, that the examination shall be of an elementary character, in which the subjects shall not be treated in too great detail, but in which the range of subjects shall be sufficiently extensive to form a good groundwork of knowledge of the most essential parts of both Pure and Applied Mathematics. In particular, a regulation is inserted, relating to the nature of the questions on Applied Mathematics, with a view to providing that this part of the examination shall have regard to physical phenomena rather than to abstract analysis."

In recommending that Part II. be discontinued, it is urged that, "The view is widely held that those students who are prepared to spend a fourth year upon the study of advanced Mathematics might spend their time profitably without the compulsion of an examination; and it is believed that the competition for the Smith's Prizes may be utilised for providing sufficient external stimulus for the class of students concerned. It is hoped that the division of the subjects between Part I. and Part II. of the Mathematical Tripos, and some proposed modifications in the schedule, will together make the corresponding part of the latter examination of an appreciably lighter character than the existing Part I. The proposed schedule of subjects for Part II. is divided into two parts, the one consisting of general subjects and the other of advanced subjects. It is proposed that the classes shall be arranged in alphabetical order, and that they shall depend entirely upon the general subjects of the examination, but that besides the papers on these general subjects further papers on advanced subjects be set, and that marks indicating distinction or proficiency be awarded to those candidates who acquit themselves with sufficient credit in such advanced subjects. It is proposed that candidates may themselves select from the schedule of advanced subjects those subjects which they offer for examination, in accordance with the practice which at present obtains in Part II. The ablest students, being relieved from the necessity of competing for places in the examination, would be able to spend a considerable part of their time during their first three years on advanced work, whilst it may be hoped that other students of somewhat less ability would be encouraged to spend part of their time in this manner. The obligation to obtain a class by means of the general part of the examination would secure that a sufficient amount of attention would be paid to the subjects of the general Mathematical course."

The report is signed by the following Professors on the Board:—Sir G. H. Darwin, Sir R. S. Ball, Mr. J. Larmor, Dr. Forsyth, Mr. B. Hopkinson, Mr. J. J. Thomson, and also by Dr. Hobson, Dr. Baker, Mr. W. H. Young, Mr. W. Burnside, Mr. J. Greaves, Mr. A. S. Ramsey, Mr. J. G. Leathem, Mr. E. T. Whittaker, Mr. E. W. Barnes, and Mr. Inglis. Seven members of the Board have not signed.

Proposed Changes in the Mechanical Sciences Tripos.

The Special Board for Mathematics have also had under their consideration the Mechanical Sciences Tripos, and in

their report just issued recommend several important changes. The Board suggest that the second part of the Mechanical Sciences Tripos should be abolished. They accordingly recommend—(1) That every candidate for the Mechanical Sciences Tripos be required to have passed a qualifying examination in elementary Mathematics and Mechanics; unless he shall have obtained Honours in one of the Honours examinations of the University; (2) that a student may be a candidate in the qualifying examination provided that at the time of his candidature three complete terms shall not have passed after his first term of residence, and that the examination be held twice a year; (3) that the Mechanical Sciences Tripos consist of one examination, comprising 11 papers in two groups, the papers of one group containing easy questions such as are within the capacity of any candidate who is deserving of Honours, and the papers in the other group containing questions of greater difficulty or of wider range; and that a paper on Engineering Chemistry be included among those of the second group; (4) that the examiners be empowered to take into consideration the laboratory and drawing office work done by candidates as evidenced by duly attested note-books.

University Finance.

The University accounts for the year ending December 31st, 1905, have recently been published. The total receipts of the University chest amounted to £44,768. 17s. 6d., and the total expenditure to £43,983. 10s. 3d., leaving a balance on the right side of £785. 7s. 3d. This sum has been used to pay off the amount owing to the University chest since 1903, so that there is now a sum due to the chest of £52. 7s. 9d. The chief items of receipts were:—Rents and dividends, £2,017. 6s. 3d.; capitation tax and compounders' fund, £14,026. 19s. 11d.; degree fees, £13,064; matriculation fees, £5,385. 5s.; examination fees, £9,863. 12s. The number of degrees conferred on which fees were payable was as follows:—D.D., 6; LL.D., 3; M.D., 39; Sc.D., 5; Litt.D., 2; B.D., 2; M.A., 426; LL.M., 10; M.C., 3; M.B., 58; B.C., 59; B.A., 695; LL.B., 59; Mus.B., 2. The chief items of payments were:—Officers and servants, £2,751. 3s.; examiners, £5,345. 7s.; professors, £3,588. 1s. 5d.; secretaries, demonstrators, assistants, etc., £3,535. 14s. 3d.; Senate house, schools, and University offices, £962. 5s. 11d.; registry, £1,056. 2s. 10d.; observatory, £813. 16s. 5d.; rates and taxes, £3,817. 14s. 5d.; printing and stationery, £2,277. 8s. 3d.; Museum of Archæology, £588. 10s. 3d. The common University

fund stands as follows:—The net assessment of Colleges for University purposes produced £21,594. 19s. 6d.; the total amount raised was £28,575. 13s. 9d.; and the deductions were—for professorial fellowships, £5,850; and for income-tax, £1,130. 14s. 3d. The payments out of the common University fund were as follows:—Stipends to professors, readers, etc., £13,219. 17s.; transferred to library general account, £1,000; pension fund, £200. The University benefaction fund has received during the year £1,200 for general purposes; for the Huddersfield Lectureship, £1,730 8s.; and £3,981. 18s. 6d. for library endowment. The local examinations account shows that the fees from candidates in December, 1904, amounted to £14,704. 16s. 10d.; for the higher examinations £1,898. 8s. 9d.; for examination of schools, £2,787. 8s. 1d. The principal items of expenditure were: Presiding examiners and examiners in subjects, £13,197. 11s. 8d.; and printing, etc., £1,855. 5s. 2d. The receipts for local lectures were £4,260. 16s. 3d. The payments were £3,804 for lecturers and other expenses. The Local Examinations Syndicate transferred to the general fund £3,736. 14s. 7d., and the local lectures £835. 17s. 3d.

University News.

The debate between French and English students at the Cambridge Union Society will be held on June 5th.

Mr. Edward James Rapson, M.A., of St. John's, Professor of Sanscrit in University College, London, has been elected to the Professorship of Sanscrit in the place of the late Professor Bendall. Professor Rapson was born in 1861, and was educated at Hereford Cathedral School and St. John's College, Cambridge. In 1883 he obtained a first class in the Classical Tripos Part II., and in the Indian Languages Tripos in 1885. Two years later he was elected a Fellow of St. John's.

DUBLIN.

Conferment of Degrees.

On Saturday, April 21st, the first Trinity Commencements were held in the Examination Hall of Trinity College. The University Caput consisted of Mr. Justice Madden (Vice-Chancellor), the Provost and Mr. Cathcart, Senior Master, now Regent. A large number of degrees were conferred. Upwards

of eighty of the recipients were women who had qualified for degrees at Oxford and Cambridge, and were now admitted to those of Dublin University on payment of the usual fees. The majority of these new graduates came from Cambridge.

DURHAM.

Armstrong College of Science.

The Council of Armstrong College has deputed Dr. J. T. Merz and Professor J. Wight Duff to represent the College at the Quater-Centenary celebrations to be held in Aberdeen. Professor Duff has been asked to compose a Latin address for presentation on the occasion. The interest of Newcastle in the Aberdeen celebrations is enhanced by the recollection that the Mitchell Tower and Mitchell Hall which are among the buildings to be inaugurated, are permanent memorials of Novocastrian generosity towards University Education.

EDINBURGH.

Changes Proposed in the Medical Degree Examinations.

The report of the Business Committee of the General Council of the University contains some important recommendations for reform in various branches of the work of the University. In reference to the changes proposed by the University Court in the regulations for degrees in Medicine, the Committee state that the general idea of the scheme is that students should be allowed more freely than hitherto to pass these examinations by instalments, so that when they have received their instructions in a particular subject they may be forthwith examined in it, and be thus enabled to concentrate their attention upon subjects in which they are immediately undergoing tuition without being distracted by examination requirements in subjects previously studied. The Committee feel that the time has come when the Senatus should be entrusted with a slight extension of power to restrain the student when desirable from entering upon new subjects of study before he has cleared the examinations in the prior subjects. To enact an absolute bar to such further study might be unwise, but to confer on the Senatus a full discretion would be eminently useful. The Committee therefore suggest that a new clause should be added to the Draft Ordinance to the following effect:—" Candidates shall as far as possible attend

the courses of instruction in the order in which the subjects of these are grouped in the several divisions of the examination; and unless, with the approval of the Senatus and upon cause shown, the attendance of a candidate, who has not passed the previous division or divisions of the examination, upon a course of instruction in a subject comprised within a subsequent division, shall not be deemed a qualifying course."

Scottish University Reform.

The Committee discusses at some length the cumbrous method of legislating for the Universities of Scotland by ordinance. The procedure is difficult and slow, and is far from encouraging in its results, and is in striking contrast with the autonomy enjoyed by the newly-created English Universities. Parliament should be asked forthwith to grant to each Scottish University autonomy in some measure corresponding to that conferred on the younger Universities in England. Freedom for each Scottish University to develop along the lines most suited for its particular circumstances would be the best for each, and the most economical for the country as a whole. Any anxiety as to unfair competition could be prevented by the retention of a common standard for entrance examinations. If, on the other hand, it be suggested that the University Court, charged primarily with administrative duties, is not the body most fitted for carrying out legislative policy, a special legislative council might be erected somewhat larger in number and more analogous to the bodies exercising legislative power in the English junior Universities. The Business Committee recommend the General Council to represent to the University Court that (*a*) the time has now come when the Government and Parliament should be asked to confer upon the Scottish Universities severally a large measure of autonomy; and (*b*) to remit to the Business Committee to take steps, either in conjunction with other academic bodies or otherwise, to forward the matter.

The New Regulations of the Carnegie Trust.

In connection with the new regulations by the Executive Committee of the Carnegie Trust for the payment of class fees, the Business Committee call special attention to the rule preventing the payment of fees for any other than the compulsory classes, in the case of the ordinary degree. The Committee point out, on the other hand, that the Trustees invite applications for payment of fees of advanced and honours

classes, in the case of students who have already passed the ordinary examination in the relative subject or groups of subjects. In this way the Committee feel that the attendance of ordinary students at optional and supplementary classes will be cut down or at least deferred. As these extra classes are often the direct or indirect result of the other part of Mr. Carnegie's endowment—for the increase of teaching power—the position is becoming anomalous, and will demand early attention. It is suggested that the Universities should charge annual composition fees for instruction, and not fees for individual classes, leaving for adjustment, under suitable regulations, the classes ordinary or extra which a student should be entitled to attend according to the circumstances of his academic career at the time, and his own proved fitness.

University Finance.

The annual report of the Finance Committee of the General Council states that the total number of matriculated students, 1904–5, shows a small increase over 1903–4, gained in the Faculties of Arts, Science, and Law. In Medicine, the number has dropped from 1,487 in 1903–4 to 1,481 in 1904–5. The grand total of capital funds held for all purposes shows a slight increase, standing now at £742,720. 18s. 4d. The general University fund has benefited by about £1,000, which so far makes up for the diminution of over £3,000 in the previous year caused by exceptional expenditure. The funds partly or wholly unappropriated are diminished by about £2,400, owing to the purchase of property in connection with the new buildings for the Natural Philosophy and Engineering Departments. The bursary funds are increased by about £1,500. The Finance Committee notice the unusual circumstance that no donations or legacies towards the ordinary funds have been received during the year. The Committee trust that public interest in the welfare of the University will be stimulated by an assurance of the great need for additional teaching staff and equipment, and of the possibilities for advanced study, which continued liberality would foster and create.

Vacation Courses.

The Edinburgh University Vacation Courses in English, French and German, which were held so successfully last summer, are to be repeated again in August next. The courses will be divided into two parts, each quite distinct, and lasting a fortnight. Instruction will be given by the following distin-

guished teachers:—In French, 1st course, Professors Rances, Paris, and Paul Besson, Grenoble, and for the 2nd course, Professors Paul Passy and Legonis, Paris, and H. Hauvette, Grenoble. In German, 1st course, Director F. Dorr, Frankfurt, Professor Elster, Marbourg, and Dr. Behrend, Berlin; 2nd course, Dr. I. Freund, St. Andrews, and Professor Viëtor, Marbourg. The 1st course in English, chiefly intended for foreign students, will be conducted by Mr. Jack, University of Cambridge, Professor Henry Sweet, Oxford, and Professor Kirkpatrick, Edinburgh; and the 2nd course by Mr. W. L. Carrie, M.A., Edinburgh, Professor Elton, Liverpool, and Professor Kirkpatrick. During the second fortnight there will be a course in Italian, by Signor Agnoletti, of the University of Glasgow.

GLASGOW.

Commemoration Day.

The second celebration of Commemoration Day was held at the University on April 18th. This is a biennial event, which has been instituted with the object of honouring and commemorating the famous names associated with the history of the University, and of maintaining the love and interest of the graduates who have passed away from their alma mater. The name chosen for commemoration this year was Francis Hutcheson, the celebrated philosopher, who was Professor of Moral Philosophy in the University from 1730 to 1746. The proceedings began with a religious service in the Bute Hall, which was conducted by the Very Rev. Principal Story, assisted by the Rev. Professors Robertson and Reid. At its conclusion Professor Henry Jones delivered the Hutcheson Oration, after which a number of honorary degrees were afterwards conferred. Professor Moir introduced the following recipients of the honorary degree of Doctor of Laws:—James S. Dixon, founder of the Lectureship of Mining in the University; Robert Edmund Froude, Superintendent of the Admiralty Experimental Works at Haslar; Sir James Guthrie, President of the Royal Scottish Academy; Walter A. Raleigh, M.A., Professor of English Literature in the University of Oxford; the Rev. Moir Duncan, M.A., Principal of the Imperial University (Western Department), Shansi, China; Mungo W. McCallum, M.A., Professor of English Literature in the University of Sydney, N.S.W.; Sir James H. Ramsay, M.A.

On the introduction of the Rev. Professor Stewart, the honorary degree of Doctor of Divinity was conferred on the following:—The Rev. Thomas Burns, minister of Lady Glenorchy's, Edinburgh; the Rev. Herbert Hensley Henson, B.D., Canon of Westminster Abbey, and Rector of St. Margaret's, London; the Rev. Malcolm M'Lean, B.D., minister of Brodrick; the Rev. Donald M'Millan, M.A., minister of Kelvinhaugh Parish, Glasgow; the Rev. Alexander Morris Stewart, M.A., minister of High Street United Free Church, Arbroath; Monsieur Auguste Wabnitz, Professor in the Faculty of Protestant Theology at Montauban, France.

In the afternoon the portrait of Principal Story, painted by Sir George Reid, was formally presented to the University by Lord Provost Bilsland on behalf of the subscribers. Mr. Gordon, of Aitkenhead, the Chancellor's assessor, accepted the portrait.

The Spring Graduation Ceremony.

The Spring Graduation Ceremony took place on April 17th. Owing to the absence of the Rev. Principal Story through indisposition, Professor Stewart presided. Degrees were conferred upon 180 students, the recipients including 38 ladies. In the address which Principal Story had prepared for the occasion reference was made to the subject of physical training. Educational ideas, he said, had been allowed to run too much into the groove of instructing the mind and neglecting the training of the body. It was a grave mistake that might lead to much moral and political mischief—moral because such neglect developed into ineptitude for the common work of life, into divers sorts of maladies, into idleness and the vices that resulted from idleness, into physical deterioration, and ultimate decay; political because it unfitted a man for discharging aright the duties of a citizen, one of the foremost of which was to repel, if necessary, any assault of an unjust foe, and to defend, if need be, with force any attack upon the rights and liberties of the State of which he was a member. In the course of the address Principal Story pointed out the great need that existed in the University for the establishment of a Chair of Music. Alluding to the M'Callum Celtic Lectureship, Professor Stewart said that it was an appointment full of promise of progress. The studies under it, as in the case of the classic languages, were held to qualify for a degree. In conclusion, he stated that slight additions had now brought up the fund for the extension and better equipment of the University to £75,562.

University News and Notes.

The University Council has adopted a draft ordinance, remitted to it by the University Court, for the granting of a Science Degree in Pharmacy. All candidates for the degree must already be pharmaceutical chemists.

The death is announced of Emeritus Professor George Buchanan, who was until his retirement a few years ago Professor of Clinical Surgery in the University of Glasgow.

At the half-yearly meeting of the General Council of the University a resolution was agreed to expressing the Council's recognition of the long and valuable services of Mr. James A. Campbell, who retired from the Parliamentary representation of the Universities of Glasgow and Aberdeen at the recent General Election.

The report of the Committee on Finance and Statistics states that the University revenue for the year, including foundations, exceeded that of the previous year by £2,947; but the expenditure has increased to a greater extent, with the result that expenditure on the general University account has exceeded the revenue by £748, and the accumulated deficit is now £3,115. The average income has risen during the past ten years from £55,680 to £65,528, and the expenditure from £55,701 to £66,276. In that time also the fees have increased from £21,175 to £30,927, or an increase of 40 per cent.

LIVERPOOL.

It is announced that a gift of £5,000 has been made by that constant friend of the University, Mr. John Rankin, for the purpose of establishing the present Geddes Lectureship on Modern History as a Professorship. To this generous gift is appended the welcome condition that the first occupant of the new chair shall be the present Geddes Lecturer, Mr. Ramsay Muir. The news of this well merited promotion has been received with gratification throughout the University.

LONDON.

University News and Notes.

The Senate have invited representatives of the Faculties of Letters and of Sciences of the University of Paris and of the

Collège de France to visit London in Whitsun Week. A parallel invitation has been issued by the Modern Language Association to the Société des Professeurs de langues vivantes and the International Guild and the University will act as host to these bodies also on several occasions during the visit of the French Delegates.

Owing to the recent changes in the Ministry of Public Instruction in Japan the Japanese Government have found it necessary to recall at once Mr. Sawayanagi, Director of the General Education Bureau in the Department of Education, who had been nominated by the Government, at the request of the University, to give courses of lectures on Japanese education during the present year under the Martin White benefaction, as his services are urgently required in Tokio. Arrangements are in progress for the appointment of another lecturer to act in place of Mr. Sawayanagi.

An important meeting was held on April 28th, at the University, for the purpose of forming an Association to foster and develop the study of English as an essential element in our national education by (1) determining the relative importance of its various branches; (2) encouraging a high standard of scholarship in the teaching of English literature and language; (3) discussing methods and the inter-relation of school and University work; and (4) affording opportunities for friendly intercourse and co-operation amongst lovers of English language and literature. Sir Arthur Rücker, Principal of the University, presided, and among those present were Canon Bell, Mr. Sidney Lee, Dr. F. J. Furnivall, Dr. H. F. Heath, Professor Gollancz, Professor Rippmann and Dr. C. W. Kimmins. The resolution, "That there be formed an Association of persons interested in the teaching of English," was proposed by Mr. P. J. Hartog, and seconded by Miss Clara Thomson. After some discussion, the resolution was carried, and the meeting adjourned till a later date.

The London University Athletic Union is proposing to hold its first inter-collegiate sports meeting at Stamford Bridge on Wednesday, June 20th. Those entitled to compete in the events include "all regular students of the University Schools or the University *in statu pupillari*.

An attempt has been made this year to start a hockey team among some of the women's colleges of the London University. The team is called the "London United Colleges," and is chosen

from the following:—Bedford College (one representative in the final team), King's College (one representative), Royal Holloway College (six representatives), University College and Westfield College (three representatives). Three matches have been played this season, two against a Cambridge team and one against Surrey II.

Bedford College for Women.

The Building and Endowment Fund being raised on behalf of Bedford College has received the active support of Her Gracious Majesty Queen Alexandra, who has promised £100 to head a special list of £100 subscriptions. The names so far received towards "The Queen's Special £100 Donation List" are the following:—Right Honourable Arthur H. D. and Mrs. Acland, Sir George Gibb, Right Honourable R. B. Haldane, K.C., M.P., Visitor of Bedford College, Her Grace the Duchess of Marlborough, and Mr. and Mrs. H. Yates Thompson.

The Building Fund has recently been augmented by several donations, amongst others: £1,000 from Mrs. Ludwig Mond; £1,000 from the Worshipful Company of Goldsmiths; £500 from the Worshipful Company of Clothworkers, £250 of which will be paid when the fund reaches £25,000 and another £250 when it reaches £50,000; £100 each from Lord and Lady Rothschild; and £25 from the Worshipful Company of Grocers. The promises now stand at about £24,400, including Lady Tate's promise of £10,000 for a library.

The Princess Royal has consented to become patroness of the performance of Mr. Swinburne's "Atalanta in Calydon," which is being organised, with the author's permission, by Miss Elsie Fogerty, for the benefit of the Building Fund. The following ladies and gentlemen have also promised their patronage to the performance:—The Duchess of Marlborough, the Duchess of Sutherland, the Duchess of Hamilton, Lady Leila Egerton, Ellen Lady Desart, Susan Lady Malmesbury, the Hon. Mrs. Alfred Lyttelton, the Headmaster of Eton and the Hon Mrs. Edward Lyttelton, Lord Avebury, Mr. and Mrs. Arthur Acland, Sir Edward Busk (Vice-Chancellor of the University of London), Sir Arthur Rücker (Principal of the University of London) and Lady Rücker, Dr. Churton Collins, Canon Barnett, and the Rev. Russell Wakefield. The performance will take place on Monday, June 11, at 3 p.m., at the Scala Theatre.

London School of Economics.

It is announced that a Shaw Studentship for Research, the gift of Mrs. Bernard Shaw, of the value of £100 a year for two years, will be awarded in July. Candidates will be examined in economics or political science with a general paper common to both. The papers will be set on July 10th and 11th, and there will be a *viva voce* examination.

The third number of the *Clarke Market Review* (sixpence net) has just been issued. In every way it is a most excellent production, and is even more interesting than its predecessors. The magazine now numbers forty pages. Besides four very interesting articles it contains a number of book reviews, school news and notes, and an ambitious "Economic and Political Chronicle."

Royal Holloway College.

During the Lent Term two open lectures were given. Mr. Armstrong lectured on "Pope Pius II.," and Dr. Thomas Hodgkins on "Ravenna."

Mr. Henry Newman has consented to lecture this term on "The Future of English Poetry." The date of the lecture is not yet fixed.

University College.

Prof. E. A. Minchin has resigned the Jodrell Chair of Zoology in view of his appointment to the new Chair of Protozoology in the University of London. The Council will shortly proceed to fill the vacancy in the Jodrell Chair of Zoology thus created. The Council will also shortly proceed to fill the vacancy in the Chair of English Law created by the resignation of Prof. Whittaker.

The following appointments have been made:—Prof. L. M. Brandin, to the Fielden Chair of French; Prof. F. Brown, to the Slade Chair of Fine Art; Prof. E. H. Starling, to the Jodrell Chair of Physiology; Miss Agnes Robertson, to the Quain Studentship in Biology.

In the Department of Civil Engineering and Surveying the following have been appointed to lectureships for the Session 1906–7:—Mr. H. Deans, in Railway Engineering; Mr. A. A. Walmisley, in Waterways, Docks and Maritime Engineering; Mr. W. M. Blair, in Roads, Street Paving and Tramways; Mr. M. T. Ormsby, in Surveying.

The title of Emeritus Professor of Zoology has been conferred upon Prof. E. Ray Lankester.

Liston gold medals in Surgery have been awarded to Mr. Otto May and Mr. G. M. W. Hodges, who were adjudged equal by the examiners.

MANCHESTER.

University News and Notes.

Dr. H. Cort Carpenter, formerly Demonstrator in Organic Chemistry has been appointed Professor of Metallurgy in the University. A recent generous offer of support has enabled the Council to institute this Chair.

Dr. R. Hutton has been appointed Director of the Physical Laboratory in succession to Dr. C. H. Lees. Mr. Makower, the John Harling Research Fellow, has been made Senior Demonstrator in Physics.

The University was represented at the fifteenth International Medical Congress at Lisbon by Mr. Francisco da Cunha, M.B., Ch.B.

The late George Henry Hankinson, of Timperley, Cheshire, Hon. Secretary of the Manchester Law Library Society, bequeathed a number of valuable books and manuscripts to the Christie Library of the University, the John Rylands Library, the Chetham Library at the Chetham College and to the Free Reference Library of the Manchester Corporation. He also left the residue of his estate, amounting to about £8,500, to the University for the augmentation of the endowments of the Library and to the Natural History Museum.

The Spring Graduation Ceremony was especially noteworthy this year by reason of the presentation of degrees to a number of the staff of the Manchester Municipal School of Technology. The Vice-Chancellor (Dr. Alfred Hopkinson, K.C.), by whom the ceremoney was performed, said the occasion marked an important step forward in educational matters in Manchester. He expressed the hope that the municipal activity of Manchester and of the county and of the towns and districts around would show increasingly that spirit of co-operation between them and the University which he believed would be fraught with the greatest good to the whole community. The degree of Master of Technical Science was conferred upon the following:—

T. W. Fox, C. W. Gamble, Julius Hübner, Edmund Knecht, W. J. Pope, W. W. H. Gee, H. G. Jordan, Alfred Schwartz, J. T. Nicholson, Joseph Radcliffe, J. P. Wrapson. In addition thirteen medical degrees were conferred, one of the new graduates being a woman.

OXFORD.

University News and Notes.

A distinguished scientist has been lost to Oxford by the sudden death, on April 13th ,of Prof. W. F. R. Weldon, who held the Linacre Chair of Comparative Anatomy in the University. Prof. Weldon was educated at Cambridge, where he took a first class in the Natural Science Tripos in 1881, and three years later became a Fellow of St. John's. In 1891 he succeeded Prof. Ray Lankester as Jodrell Professor of Comparative Anatomy and Zoology at University College, London. He resigned this position in 1899 to become Linacre Professor at Oxford. For many years Prof. Weldon took a keen interest in the work of the British Association and of the Marine Biological Association of the United Kingdom. His work as a zoologist, especially on statistics as applied to zoology, had won for him a high place among the younger school of biologists. His death at the early age of forty-six is greatly to be lamented. The funeral was held at Oxford—in Merton College and at the Holywell Cemetery—and was attended by a large number of friends and colleagues.

Mr. Francis J. Haverfield, M.A., Censor of Christ Church, has been elected Ford's Lecturer in English History for the ensuing year. His subject is to be the early history of Britain.

The Rev. Dr. G. U. Pope, of Balliol College, has been awarded the third Jubilee medal of the Royal Asiatic Society, granted triennially since 1897 for eminent services in promoting the study of Oriental languages and literature.

Mr. H. E. Egerton, the Beit Professor of Colonial History, delivered his inaugural address in the Examination Schools on April 28th, taking as his subject the claims of the study of Colonial History upon the attention of the University of Oxford.

Mr. R. Bigelow Merriman, B.Litt., Balliol College, was the representative of the University of Oxford at the celebration of the 200th anniversary of the birth of Benjamin Franklin, which

was held at Philadelphia on April 17th. The representative of the University at the fifteenth International Congress of Medicine, recently held at Lisbon, was Dr. George Bagot Ferguson, of Hertford College.

The electors to the Sibthorpian Professorship of Rural Economy will proceed to the election of a professor on June 9th. The Professorship is now tenable for life, the present stipend is about £700 a year, and the professor will be required to lecture and give instruction on the scientific principles of agriculture and forestry, including the pathology of plants.

It is announced that Dr. Ince, the aged Regius Professor of Divinity, is so seriously ill that he will be unable to deliver his course of lectures for the present term. With the consent of the Vice-Chancellor, the Rev. Edward R. Bernard, Canon of Salisbury, and a former Fellow of Magdalen College, has been appointed to lecture for Dr. Ince.

The Commemoration Sermon this year will be preached by the Bishop of Birmingham.

It has been decided that the contribution paid by New College to the stipend of the Wykeham Professor of Physics shall be raised to the sum of £650 annually as from January last. The total income of the chair now reaches £800 a year. It has further been decided by the College authorities that as soon as the income of the College will allow to relieve the University of the £150 which it is now paying towards the Professor's salary.

It is announced that Prof. Vinogradoff, Professor of Jurisprudence in the University, has been invited to occupy a Chair in the Moscow University, but has declined, stating that it is impossible for him to leave Oxford before next year.

ST. ANDREWS.

University News and Notes.

The winter session was brought to a close on April 3rd by the annual graduation ceremony. Principal Donaldson, Vice-Chancellor, presided, and there was a large attendance of professors, lecturers, and students of the University. The following honorary degrees were conferred:—LL.D.: W. Barrie Dow, M.D., Dunfermline; Albert C. L. G. Günther,

M.A., P.W.D., M.D., London; Robert Sinclair, M.D., Dundee; Alexander Watson, M.A., Dumbarton; John Cook Wilson, M.A., Professor of Logic in the University of Oxford; A. H. Young, Professor of Anatomy in Victoria University, Manchester; Miss Agnes Irwin, Litt.D., Dean of Radcliffe College, Cambridge, Massachusetts, U.S.A. D.D.: The Rev. D. B. Cameron, M.A., Dundee; the Rev. R. Menzies Fergusson, M.A., minister of Logie; the Rev. J. G. Tasker, tutor in Biblical Language and Literature, Wesleyan College, Handsworth, Birmingham.

Principal Donaldson afterwards delivered a short address, and advocated the institution of post-graduate courses in Universities. It was, he said, the opinion of many eminent educationists that St. Andrews was peculiarly fitted to be the University in which this advance movement should be made.

The Executive Committee appointed to make arrangements for the celebration of the four-hundredth anniversary of the birth of George Buchanan have made the following arrangements:—The proceedings will begin with a service in the University Chapel, St. Andrews, on Friday, 6th July, at twelve o'clock. At 2-30 in the afternoon a meeting will be held, at which an oration or orations upon Buchanan will be delivered by some distinguished man or men. This will be followed by a meeting of the Senatus Academicus of the University of St. Andrews, for the purpose of conferring upon some of the guests honorary degrees of the University. There will be a dinner in the evening. A garden party will be held on the afternoon of Saturday, 7th July.

The Berry Scholarship of £80 in Chemistry has been awarded to Mr. John Weir, M.A., B.Sc., and the Berry Scholarship of £80 in Theology to Mr. Alexander Anderson, M.A., B.D.

Professor Walker has been re-elected by the Senatus an Assessor on the Court of the University for a further period of three years.

It is announced that from the beginning of the next winter session the junior classes in Latin, Greek, and Mathematics will be discontinued.

The following lecturers have been appointed for the forthcoming summer session:—English, Mr. Bayne; Latin, Mr. Winstedt; Greek, Mr. M'Intyre; Logic, Mr. Forsyth; Moral Philosophy, Mr. Hoernle; Mathematics, Dr. Sommerville; Chemistry, Dr. Kay; Natural History, Dr. Tosh; Natural Philosophy, Mr. Bagot.

The War Office has approved of the syllabus of courses of instructian in military subjects drawn up by the University for candidates for commissions in the Army.

The principal events of the academic year 1906–07 will take place on the following dates:—September 28, preliminary examinations and bursary competition begin; October 2, degree examinations begin; October 12, Principal's opening address; October 15, classes in the Colleges begin; October 16, allocation of bursaries; October 31, last day for matriculating students; November 12 and 13, St. Mary's College bursary competition and B.D. examinations; November 20, payment of bursaries (first instalment); December 19, Christmas holidays begin; January 8, classes resume after Christmas holidays; March 19, winter session ends, degree examinations begin; March 29, preliminary examinations begin; April 2, graduation ceremonial; April 23, summer session 1907 begins; July 1, summer session 1907 ends.

It is proposed to establish a Training School for King's Scholars in Dundee, and a claim is to be lodged with the Scottish Education Department for a grant sufficient to meet the cost of inaugurating the proposed College.

In Philadelphia, U.S.A., on April 17th, Mr. Andrew Carnegie, as Lord Rector of the University of St. Andrews, conferred the honorary degree of LL.D. on Miss Agnes Irwin, who is the Dean of Radcliffe College, and a descendant of Franklin. It was the principal event of the first day's celebration of the bi-centenary of Franklin's birth. Mr. Carnegie, who wore the robe and insignia of his office, said that the St. Andrews University conferred the same degree on Franklin in 1759.

WALES.

Government Aid for the Welsh Colleges.

A deputation consisting of all the Welsh members of Parliament recently waited on the Chancellor of the Exchequer to urge upon him the necessity of materially increasing the Parliamentary grants now paid to the three Welsh University Colleges at Bangor, Aberystwyth and Cardiff. Sir Alfred Thomas, the Chairman of the Welsh party in the House of Commons, introduced the deputation. Speeches on behalf of the Colleges were made by Mr. Brynmor Jones, Mr. S. Evans and Mr. W. Jones. Mr. Asquith in the course of a very favour-

able reply, said it was not necessary to ask him to recognise the special circumstances of Wales in regard to education. Though he could not deal with the matter during the present session, he assured the deputation that as soon as possible their claims should have his sympathetic consideration. He asked that the needs of the three Colleges should be laid before him in definite figures.

University College of North Wales.

It is announced that the subscriptions promised towards the new University building has reached the sum of £60,800, exclusive of the value of the free site from the town of Bangor, which is valued at £17,000. Towards this £60,800 promised is a grant of £20,000 from the Treasury and £5,000 from the Drapers' Company.

The King has been invited to perform the ceremony of laying the foundation stone of the new buildings, probably in the summer of next year. At a recent meeting of the Governors of the College a resolution was passed urging that, in view of the inadequacy of the Governmental grants at present received by North Wales colleges, increased grants were imperatively required if their educational work was to be of a type and on a scale necessitated by modern requirements.

UNIVERSITY COLLEGES.

University College, Bristol.

The annual dinner of the University College Colston Society was held in the great hall of the College on Friday, March 31st, under the Chairmanship of Mr. J. W. Arrowsmith, J.P. The guests included his Excellency the American Ambassador, the Right Hon. Augustine Birrell, the Lord Mayor of Bristol, the Lord Bishop of Hereford, Lord Winterstoke, and others. The Chairman announced that a definite step had at last been taken towards the establishment of a University in Bristol, on the lines laid down in a pamphlet which had been written for the Society by Prof. Travers, a copy of which had been sent to each member. Mr. Lewis Fry had taken the matter in hand, and had approached a number of influential persons in the West of England, among whom were the Duke and Duchess of Beaufort, the Marquess of Lansdowne, the Marquess of Bath,

the Earl of Ducie, Viscount St. Aldwyn, Lord Winterstoke, and Mr. Walter Long, and had secured their co-operation in the formation of a Committee for the purpose of carrying out the project.

To enable the Committee to acquire the Blind Asylum site and buildings, which adjoin the College, and to have a basis on which to draw up a definite scheme which could be placed before the public, Lord Winterstoke and Mr. J. Storrs Fry had each subscribed £10,000, and Sir F. Wills and Mr. F. J. Fry each £5,000. The Chairman also announced that the Hon. Mrs. Whittuck had offered £1,500 towards a Chair of Economics, that Lord Strathcona, who was unfortunately unable to be present, had sent a cheque for £500, and that he had that year made on behalf of the Society a collection amounting to £590. The Chairman said that they would require £150,000 or £200,000 in order to place the University on a moderately sound basis, but there should be no difficulty in obtaining that sum in the West of England.

Lord Winterstoke proposed the health of the guests, and in replying, the American Ambassador called attention to the growth of the modern University, and the value which attached to University education in the United States.

Special Notice.

PROFESSOR FINDLAY'S
article on
"THE EDUCATION OF TEACHERS,"
The University Review, April, 1906.

We regret that by an oversight this article was published from an uncorrected proof. A separate impression, incorporating the corrections, has been printed, and a copy will be sent to any subscriber who applies for it.

A supplementary article will be written by Professor Findlay, discussing the effect upon the Study of Education in Universities of the important changes which Mr. Birrell has foreshadowed in his recent letters to Sir W. Hart-Dyke (relating to the Teachers' Register) and to Dr. Macnamara (relating to the Declaration made by Training Students). This article will be published as soon as possible after the issue, by the Government, of revised regulations for Secondary Schools and for Training Colleges.

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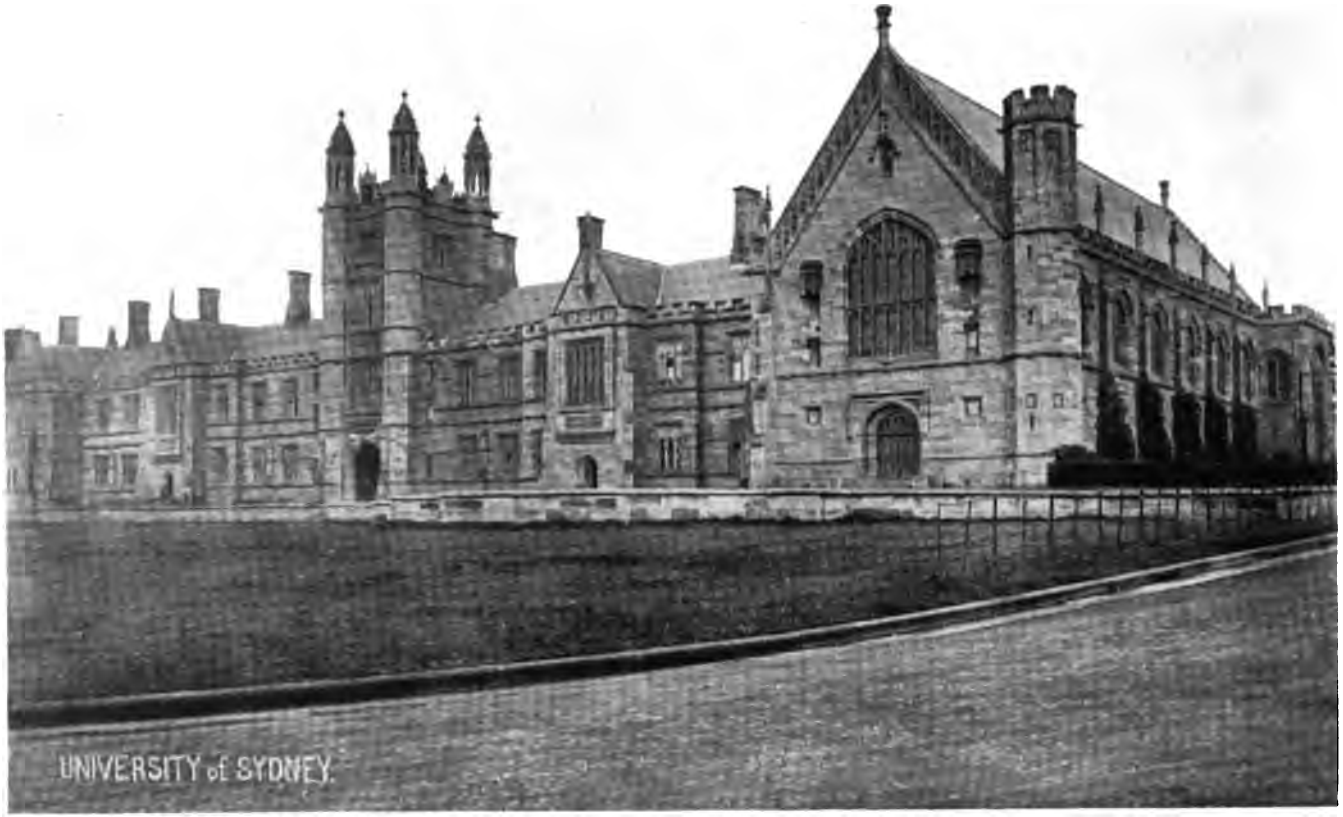

UNIVERSITY OF SYDNEY, N.S.W. MAIN BUILDING.
(Showing University Hall on the right.)

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The University Review

NO. 14. VOL. III. JUNE, 1906.

Patriotism in the Universities.

"Recognising that it is the duty of every able-bodied man to be prepared to defend his country, let us ask how can university men contribute to this end? By becoming Volunteers, it may be answered. True; but could not some arrangement be made whereby service would be made compatible with academic work? . . . . Could we not form the habit of devoting one of our university years to shooting and drill? Is it not fitting that the brains of the nation should set the example to the rest? Would it not be possible to create the feeling that not to have learned to defend one's country is 'bad form?' That to have taken a degree without having done one's duty is unworthy of our manhood."—Sir WILLIAM RAMSAY, K.C.B., F.R.S., in the "University Review," April, 1906.

The following are among the further contributions to the discussion on Sir William Ramsay's article which have been received :—

The Rev. H. S. CRONIN, B.D., Fellow and Dean of Trinity Hall, Cambridge, formerly Lieutenant-Colonel Commanding the Cambridge University Rifle Volunteers, writes :—

My excuse for intervening in this discussion must be this: I have known the Cambridge University Corps intimately for nearly 22 years, and from December, 1896 to February, 1901, I was in command of it.

I assume, in whatever I may say, that all idea of compulsion, whether local or national, has, wisely or unwisely, been for the time at all events abandoned.

This assumption materially affects both the estimate of the results which are likely to be attained and the choice of

methods which, if success is to be achieved, will have to be employed (*a*) in obtaining recruits, and (*b*) in training those who have been obtained.

I assume also that it is by this time recognised that the best economy is to treat all Volunteers, who are also University men, even when they are in the ranks, as potential officers—that is to say, however far in each case it may go, the whole training of each man from the first will have in view as its object the fitting of him for employment as an officer.

With regard to the results, I think it ought to be possible *on certain conditions* to raise and maintain a battalion at this University of from 900 to 1,000 men. I am of this opinion far less because such a strength was attained in 1901, during the South African War, than because in 1898–9, that is to say, two years before the War, had the establishment been composed then as it is now, our recruiting, in spite of very serious difficulties, would have sufficed to maintain a battalion of 800. [As a matter of fact we were about 40 too few, but we had to keep to our establishment (603), and therefore had to reject men; we had also at that time no mounted infantry, and a considerably smaller "staff and band." Together these would be worth at least 40.]

The first of the conditions is, in my opinion, that the minimum required must be reasonably small. I say this because a scheme was being discussed a year ago for training all the men in the Corps as officers and fixing the standard for all very high. On the first assumpton I have made, I cannot believe that this scheme has the vaguest chance of success. If the Corps is to go on a voluntary basis it must be popular, and to be popular its members must be numerous, and the best men are busy men; regulations too severe for the minimum would exclude the best, and end in excluding almost all except the worst. Colonel Waller is absolutely right in saying that the success of a University Corps depends ultimately upon the acceptability of its advocates and representatives.*

At the same time, the minimum required could easily be such as to produce substantial results. Among these results I count an intelligent interest in things military, an interest which has not been forced. Facilities, moreover, of the best

*Lt.-Col. Stainer Waller, Oxford University Volunteers, in the May number of "The University Review," p. 99, Vol. III.

kind and encouragement should be offered to those who wish to go beyond the minimum which can be raised gradually and discreetly, as it has been from time to time.

The facilities should take the following forms:—(*a*) the best of instruction at the University, and (*b*) opportunities for attending courses elsewhere. The courses should be open to all ranks, and the successful candidates might receive, as Colonel Waller suggests, an honorarium. On this last point, however, I am by no means clear in my own mind. I do not think my best officers and men were necessarily those who could pass examinations easily, and if we had had to go on service I should certainly have left some of the latter at the base—(is that the proper term?)—together with several of those who had kept most drills. At the same time, undergraduates are not wealthy persons, and, like all men, they are glad to see the fruit of their labours. Perhaps, therefore, the best plan is to leave as much as possible to the discretion of the C.O., giving him, under proper safeguards, the control of certain funds. I found myself that a comparatively small sum of money, properly applied, went a long way, and the C.O., if he attempts at all to do his work, must know his men and know who is valuable and who really wants and deserves encouragement, and how it can be best given. In this and in much else the conditions and objects of a University Corps are so exceptional that the C.O. ought to have as free a hand as possible.

After what I have said, it almost follows without further remark that the C.O., like the Adjutant, ought to devote the bulk of his time to the Corps. Eight or nine hundred undergraduates take a deal of keeping together, and, willing and capable as they may be, they require direction and advice. Besides, just because they are intelligent, they deserve a special system of training; and here again there is plenty of work for two, especially if the men are given facilities, as they ought to be, for learning gunnery and engineering.

With regard to instruction on the spot, it must, I am convinced, be run on business lines, but it need not, therefore, be very expensive. The regular lecturers, if they manage things properly, would easily secure help from volunteers, and the men themselves always do a great deal in helping to teach each other.

I deprecate a new scheme or constitution or whatever is the proper term for the University Corps. All that is required can be, as I found out from some study of the

question six years ago, attained by the modification—in all cases the slight modification—of existing regulations in favour of University Corps, or rather in the interests of the special work they have to do. The modifications can be made one by one, and involve no violation of principle, although they do require a grasp of it.

Undergraduates must be made to feel that they have behind them the sympathy, and the intelligent sympathy, of the War Office. They are as patriotic at least as most people, but they do not care to waste their time—at all events, not in grinding other people's axes. Rightly or wrongly, many of the best of them doubt whether the game is worth the candle, or rather they are not quite sure that the voluntary system is either just or sound. They do not ask to be definitely assured that the system is sound; it is all so much a matter of opinion, that they would hardly credit such a statement if it were made, or respect the man who made it; they do, however, for various reasons, prefer the voluntary system, and they are inclined to think that, if the War Office decided for a time to play the game, it might be made to suit our needs. If much, therefore, is to be done, they must be assured that the system is to be tried for all it is worth—and to be abandoned if, after fair and intelligent trial, such as it has never had, it proves a failure.

Principal DONALDSON, Vice-Chancellor of the University of St. Andrews, writes:—

I have read the paper of Sir William Ramsay on "Patriotism in the Universities" with great interest, and I entirely agree with his opinions. But our experience in Scotch Universities inclines me to believe that there ought to be no great difficulty in infusing the right spirit into all the Universities of the Empire. We certainly have had no difficulty in the University of St. Andrews. In Session 1882–3 the 7th Company of the 1st Fife Royal Garrison Artillery (Volunteers) was instituted for the students. All students were and are eligible. The minimum term of service is three years. Once in every two years attendance at camp is compulsory. Affiliated to the Company is a Carbine Club. The movement was completely successful, and the Company exists at the present time in great vigour. Some of the professors took an active part in organising it, and it has

always been commanded by professors or lecturers. The commanding officer from 1882—1897 was the Professor of Mathematics. He was succeeded in the command by the Professor of Natural History 1897—1904. And at present it is commanded by the Lecturer on Physiology, who has under him as one of his lieutenants the Professor of Hebrew.

Every year, at the commencement of the session the students of the University are summoned to a meeting, at which professors and others urge on the students the duty of patriotism and of becoming members of the Battery, as the Company is called. Every session also a Battery service is held in the University Chapel, at which some distinguished clergyman preaches a sermon, pointing out the obligation which lies on every man to prepare for the defence of his country.

The students forming the Company belong to the various faculties—Arts, Science, Medicine, and Divinity. Their exercises do not interfere with their studies, but, on the contrary, are regarded as a good means of keeping up their physical strength. Attached to the Company is a large drill hall in which they can exercise in all weathers.

Lately the University has organised a complete training for those who are candidates for commissions in the Army, and regulations for education in military subjects have been adopted with the approval and sanction of the Army Council. As lecturer on these subjects a distinguished officer, who has seen much service, has been appointed. It is expected that some of the Volunteer students and others will also take advantage of one or more of the various courses of lectures which he delivers.

Captain H. W. JOHNSTONE, R.E. (retired), Military Lecturer to Edinburgh University, writes:—

I am glad indeed to have an opportunity of adding something to the discussion raised by the article of Sir William Ramsay, who, I think, has done a great service thereby.

On the general question of providing, by this and other means, a large body of men as reserve officers, I have no doubt whatever; the importance to our Empire and Nation of having such a body admits of no doubt. Looking into the future, one sees the approach of the terrible day of the struggle of the types for predominance in our ever-diminishing world; the English-speaking type must prepare to win.

Numbers, organisation and the right spirit—these are the things that give victory, often a victory without fighting. Numbers must be led, and the leaders must be confident; confidence springs from knowledge, from the assurance that one knows how to do the work before one.

Those who aspire to lead in peace should be the leaders of the people in war. The officer's trade is no mechanical, rule-of-thumb affair; and when the mass has to turn out, rifle in hand, its members should be able to look to the nation's best educated class to teach and lead. This class must learn, first at school, then at the Universities.

A military education may begin with the mechanical part, drill and shooting; but no amount of proficiency in these alone is sufficient for the equipment of the modern officer. He must get a bigger intellectual view of the fighting art, and there is no reason why this should not be achieved at the Universities. But, as long as it is voluntary two things are required to induce the men to take advantage of it in large numbers—the patriotic spirit that seems to need fostering, and some obvious personal advantage.

To discuss these fully would occupy too much space. As to the former, the schoolmaster and the professor have great opportunity; the latter depends on the intricacies of each University's organisation. In Edinburgh University attendance at the Military Course has been accepted by the Senatus as "qualifying attendance" towards the M.A. degree, that is, a candidate for the degree may attend the military lectures, which cover all the usual subjects, pass an examination in Military History, and count this as one of his necessary seven passes.

One hopes to see some day all the Universities recognising the military art as a subject, and granting an honour for it on its own account.

I hope I have said enough to show my own keen interest in what I hold to be a most important development.

Professor E. Ray Lankester, M.A., Hon. D.Sc. Oxon., Honorary Fellow of Exeter College, Oxford, writes as follows:—

I agree very heartily with the proposal contained in Sir William Ramsay's admirable article. When I was an undergraduate at Oxford I was, with my friend, Thiselton

Dyer, an active member of the Volunteer Corps, and the present Duke of Northumberland was lieutenant in our Company. We rowed and played cricket none the less for our drills and practice at the targets. I believe that if the organisation and training necessary for an effective military force were put on to a somewhat more definite footing than they occupied in my time, and if the University itself encouraged and recognised the systematic devotion of a portion of an undergraduate's residence in Oxford to *real* military training, a valuable result would be obtained. Oxford could not only furnish to the nation a large number of trained soldiers every year, but would by its example ensure acquiescence in such an assignment of time to military training in other centres of an academic character.

Captain A. CAMPBELL-GEDDES, Commanding the Edinburgh University Rifle Company, sends the following article :—

A SCHEME FOR ESTABLISHING A CORPS OF VOLUNTEER OFFICERS IN RESERVE.

Sir William Ramsay, in his interesting article, gives voice to what many University men have been thinking of and working for for many years. In the past the work done has been individual and experimental; in the future it must be collective and constructive, or it will be of no avail.

The Volunteer force as a whole has two functions to perform. Firstly, it must be the territorial army for home defence, freeing the regulars and the militia for service where strategy demands, and standing between the nation and a paralysing panic that would hamper the movements of the Fleet; secondly, it must provide a reservoir of trained men, the true reserve, on which the regulars and militia can draw in case of need.

If this view be accepted the Volunteers become the atlas and the axis of Imperial Defence. To be the very spine of our Empire is the destiny of the Volunteer force. Is it at present fitted to perform its functions? No it is not. The material that fills the ranks is good, indifferent and bad; its officers are bad, indifferent and good. The material that exists in the Universities is very good, good and indifferent. The problem that is before us is how can the raw University

material be best employed in the Volunteer force? Two questions at once arise:—

1. Does a man of the average intellectual capacity and training of the student make a good private on active service? 2. Is not a man of the average intellectual capacity and training of the student who has had in addition a sound Volunteer training wasted as a private on active service?

Taking the experience gained in the South African War as a guide the answer to the first question appears to be a qualified no. The dreadful monotony of marching, of machine-like response to the commands of others, the incessant drudgery of fatigues, the almost necessarily mindless occupation of entrenching, tell on him far more severely than on a man recruited from the so-called working classes. The whole training of the student is directed towards the development of an independent, active, observing mind, and to deprive a brain so trained of the opportunity of exerting itself in some measure towards the fulfilment of its functions can only result in producing a mental condition of discontent and restlessness that in the majority of cases leads on to the state of being, so aptly described in army slang as "fed-up." A "fed-up" is useless for purposes of war; listless, caring for nothing, daring nothing, he drifts through the hours of toil mentally comatose, a day seeming an eternity, a year but little more than a day. Yet get him fresh, and nothing can touch the student for originality in manœuvre, for spirit, for watchfulness, for *camaraderie*, for *esprit de corps*.

Again going back to the experience of the South African War to seek a guide, the answer to the second question is yes. At that time anybody who knew somebody got a commission in some corps. "Anybody" in the majority of cases had thought Volunteering beneath his dignity, and he had to learn the A B C of war in a school where the names and numbers of his killed and wounded were the black marks he received for insisting on putting the C before the B. Sometimes the young officer was a university man with a university volunteer training, and then it was different. The quick, active mind was there; the A B C was known by heart; possibly a few of the simpler combinations, the C A T—cat of military education had been learned; the rest came quickly, and before long many of the most efficient of the 2nd Lieuts. were to be found among the ranks of those ex-University Volunteers who had obtained commissions in the regulars, the militia or the yeomanry. These men did not

return "fed-up," but with their wits sharpened and their minds improved as thinking machines. The contrast between men who had been out as privates and men of the same university company who had been out as officers was on their return very striking. The difference still exists; the former have never regained what they lost; the latter have never lost what they gained.

It is common knowledge that there is a most serious shortage in the junior officer grades of the Volunteer force. It is also common knowledge that no reserve of even partially trained junior officers exists. When war comes the vacancies will have to be filled by men who have had no training whatever unless something is done to remedy the deficiency.

It is here that the Universities' opportunity exists. Is it possible to find a scheme that will enable the University Volunteer organisations to be used as machines for producing lieutenants and 2nd lieutenants in reserve under conditions that will attract and not repel the undergraduate? I believe it is possible, but it means re-organisation.

At present volunteering in the Universities is on all sorts of footings. At some Universities there are battalions, at others only companies. At Edinburgh we have between five and six hundred student Volunteers scattered through eight or nine organisations, of which three are recognised as "University;" the strongest, the Rifle Company, numbers about one hundred and sixty members. The total is not bad, the diffusion of effort is to be deplored.

The hours of students' work have nothing in common with those of the artizan; the holidays of the student are incomparably the more extensive, and yet at most of the Universities Volunteering is hampered by at least some of the drills and camp being held to suit the convenience of the local artizan Volunteers. Student Volunteers can undergo a continuous camp training that is out of the question for working men; very often it is difficult for them to attend drill parades held at hours to suit the working man's convenience. For the last ten years the Edinburgh Rifle Company has attended two camps a year, one in May taking the form of a five days' march, the other, in July or August, for fifteen days, with the 32nd Field Army Brigade (before 1900 for a week with the 1st Lothian Brigade). The twenty days in camp, in addition to afternoon drills, Saturday field days, musketry in the summer afternoons, special afternoon Maxim-gun drills, special afternoon proficiency courses, and so on, have resulted

in a very fair standard of efficiency being attained. The experience of the South African War showed that non-commissioned officers and even privates from the company made very good junior officers indeed after they had acquired a little experience.

The men exist and the training exists; organisation is needed, and some more powerful attraction is needed; supply these and the machinery for turning out junior officers in reserve in adequate numbers will exist.

It has to be remembered always that in formulating any scheme the undergraduate has the last word. Demand too much of his time and he will give you nothing. Run the patriotic idea too hard and you will repel him; demonstrative affection and exuberant patriotism are bad form! The ordinary undergraduate is too deeply patriotic to be patriotic; he feels deeply, therefore he will not show it. Give him some obvious personal benefit to point to and he will feel safe from the accusation of being a cheap hero.

Now the training that a junior officer must receive if he is to be efficient is very fairly extensive, but the average student is of good physique, of quick intelligence, plucky and self-reliant, so that there is a good basis to start from. To turn him into a useful leader in case of war he requires to learn about rifle shooting, the effects of rifle fire, judging distance, scouting, reporting, drill, semaphore signalling, minor tactics, transport in a practical way and ammunition supply; and, further, he ought to be able to swim, to cycle and to ride. If, in addition to knowing about these things, he has had some practice in giving orders and in delivering words of command, he is well on the way to make an efficient subaltern. The riding I believe to be the key to the situation: "give a man a horse he can ride" and if he is a healthy undergraduate he will ride it. I do not mean that each undergraduate is to receive the present of a horse; what I do mean the sequel will, I hope, make clear. An experiment on the following lines might well be tried in one of the Scottish and in one of the English Universities:—

1. That the existing University Volunteer Battalion or Company, or, in the event of several units existing, the senior be approached by the Secretary of State for War and asked to undertake the duty of giving a sound training in the subjects enumerated above.

2. That the University unit, on undertaking such duties, be removed from its accidental non-university environment, and that it be borne on the Army List supernumerary to the territorial Volunteer battalions as "The —— University Corps of Mounted Infantry."

3. That membership of the corps be confined to graduates and undergraduates of a British University.

4. That efficiency be of two kinds:

i. *Class A.* Minimum Conditions of Efficiency as for M.I. (Vols.).
Compulsory for all members.

ii. *Class B.* Minimum Conditions of Efficiency as below. Optional.

5. Optional Minimum Conditions of Efficiency.

Recruit Training:—Recruit training will consist of at least 60 attendances of not less than one hour each. It will include a progressive course of instruction as follows: (*a*) *30 attendances*, in squad and company drill (10 of these shall be extended order and skirmishing practices carried out over rough ground); (*b*) *10 attendances* in rifle instruction, care of arms, aiming drill, judging distance; (*c*) *10 attendances* at lectures, demonstrations of models of entrenchments, redoubts, trestle bridges, etc.; (*d*) *10 attendances* at special outdoor practises in scouting, reporting, military sketching, etc. Further, a recruit may claim to be a proficient horseman, in which case he shall be examined by the officer commanding, and if found proficient receive his riding certificate, but if not proficient he shall receive such instruction as is necessary to secure proficiency.

Musketry:—Course as for recruit in Regular Army Infantry.

Company Training for trained men will consist of at least 5 attendances (mounted) of not less than one hour each prior to Spring Camp (dismounted) for company training in purely infantry work. The dismounted company training to be held annually in May, to provide not less than 50 working hours, attendance to be necessary twice in three years. Class B men absent with leave to do ten extra outdoor drills, dismounted (one year out of three).

Camp (mounted) for company training in mounted infantry duties will be held annually at the most suitable time after company training (dismounted), and will last three weeks. In each three years of service not less than two attendances in

camp aggregating at least four weeks to be necessary for the individual, provided that not less than 70 per cent. of the enrolled strength of officers and non-commissioned officers attend for six weeks in three years, and 25 per cent. of the enrolled strength of officers and non-commissioned officers for nine weeks in three years.

6. (*a*) Conditions governing the granting of commissions as Lieutenants in Reserve Volunteer Force.

i. That a member shall have been efficient Class B for not less than three years, and *shall have obtained a degree from the University.*

ii. That he shall have obtained a certificate in drill and in the giving of words of command.

iii. That he shall have qualified as a marksman.

iv. That he shall obtain a certificate from the O.C. that he is a proficient scout, able to send and to read semaphore messages, and that in the field he has proved himself a capable leader.

v. That he shall obtain a certificate from the O.C. that he is a fit and proper person to receive a commission.

(*b*) Conditions governing the granting of commissions as 2nd Lieutenants in Reserve Volunteer Force.

i. That a member shall have been efficient Class B for not less than three years, and *shall have obtained a degree from the University.*

ii. That he shall have obtained a certificate of proficiency in drill and in the giving of words of command.

iii. That he shall obtain a certificate from the O.C. that he is a fit and proper person to receive a commission.

7. The following will be the liability for service of officers in Reserve Volunteer Force, viz.:—

i. That they will only be liable for service when the Volunteer force is embodied in times of national emergency.

ii. That they will be liable for service within Great Britain wherever they may be ordered.

iii. Such liability will only last for five years from the date of appointment to a commission in reserve unless in the case of 2nd Lieuts. in reserve they have during their third, fourth or fifth year of service been attached for not less than a fortnight nor more than two months to a regular battalion

doing field training, and shall have obtained a certificate from the O.C. that they have acquitted themselves satisfactorily, and have shown on examination a sufficient knowledge of musketry and have qualified as marksmen on the Volunteer Standard when they shall be promoted to the rank of 1st Lieuts. in Reserve Volunteer Force. Or in the case of 1st Lieuts. in Reserve Volunteer Force they shall have during their third, fourth or fifth years of service been attached for not less than a month (either at one time or in two separate periods each of a fortnight), nor for more than three months to a regular battalion doing field training, and shall have obtained a certificate from the O.C. that they have acquitted themselves satisfactorily and have shown on examination a sufficient knowledge of musketry, and have qualified as marksmen on the Volunteer Standard, and shall have qualified in tactics, when they may be promoted to the rank of Captain in Reserve Volunteer Force, when the liability will be extended for a further period of five years in virtue of each promotion.

8. Officers in Reserve Volunteer Force will be invited to attend various courses, such as that of the School of Musketry, Hythe, and the School of Signalling, Aldershot, and to present themselves for examination in the sub-heads of subject (*d*) specified in Appendix vii. King's Regulations.

Such is the outline of the scheme. It slurs over the difficulties of finance, and it ignores the question of how instruction in riding is to be obtained, and where the horses are to come from. In a city like Edinburgh the riding lessons for the men who required them could be arranged for readily enough either at the Cavalry Barracks or at one or other of the riding schools. For mounted parades from headquarters horses sufficient to mount at least one company could be hired. If there were several companies—at the very least there would probably be a whole battalion—sufficient horses could be obtained from several centres for the summer camp mounted training, or it might be possible for the military authorities to turn over a certain proportion of the horses required from a mounted infantry school or from cavalry doing musketry work; but this, in the height of the training season, is most unlikely. Where there is a will (and money available) there is a way, however. As to finance, an initial grant to start the organisation, and thereafter grants on the yeomanry scale, should suffice.

At the worst the scheme gives the military authorities more mounted troops of the yeoman type, recruited from probably the finest material, mentally and physically in the country; at the best, once it were fully developed, it should give in addition year by year not less than 500 junior officers in reserve to the Volunteers.

The foregoing scheme is not put forward in any belief that it will meet with general acceptance, but in the hope that it will provoke discussion and comment, and that as a result a common understanding will be arrived at which will form a basis for united efforts towards a fuller and more useful expression of the patriotism that undoubtedly exists in the Universities.

Professor HERBERT A. STRONG, Professor of Latin in the University of Liverpool, writes:—

All university men must be grateful to Sir Wm. Ramsay for his excellent article on "Patriotism in the Universities." During my life I have been teaching at three different Universities—one in Scotland, one at the Antipodes, one in the provincial town from which I write. The lessons which I have learnt at all are similar, and I should like to state very briefly what they are. First and foremost, I am sure that there is in the majority of our students a large vein of patriotism which needs only to be properly worked. Students are full of generous and good impulses, but I hardly think that those set in authority over them give them, as a rule, a strong and decided lead. The ordinary student, as I know him in this country, is yet a boy, but a boy with strong aspirations to do something vigorous. He needs sympathy and counsel, though he would fly at anyone who suggested that he needed such. The first thing then is, in my opinion, for the authorities to give him a lead. Where the lead is given there our student will follow. I believe it would be perfectly easy for any body of teachers in any University, by the usage of tact and example, to create and to foster a public opinion in favour of a pursuit, such as self-sacrifice for one's country. In a very short time not to acquiesce in this opinion would be "bad form;" on the other hand, to act on it would be correct, and the action of one generation would become the custom of the next.

As matters are now those students who practice games pass a happy time, and gain strength and a certain sense of submission to discipline. But I wish to see superadded to that a sense of responsibility to themselves and to the community of which they are a part. Now that all classes of the community are represented at the Universities I firmly believe that a movement in favour of "compulsory volunteering" would spread to all classes of the nation. And surely no one can maintain that there is not cogent reason to inculcate patriotism at the present time. Officers of the Navy preach to us that the Navy is insufficient for our needs unless backed by a sufficient Army. Lord Roberts tells us the same. Yet we remain unmoved; and yet one fatal week might shatter us and our country.

One word more. We are constantly speaking of one of the great military nations of Europe as of a powerful but somewhat unscrupulous enemy, and we seldom try to look at things from its point of view. That point of view may be completely wrong, but it is perfectly clear what it is. Public opinion in that Power, and possibly in other Continental countries, deems that we have more than our share of the earth's surface; that we came by much of this by main force; that if we are not prepared to maintain it in the same way we may justly lose it; and that we have not made as good a use of it as other Powers might have done. All these propositions will, of course, be disputed, and are arguable; but the Powers in question have no doubt about the correctness of their point of view. They further pride themselves on their superior organisation, and on the difficulties incident to a democracy in creating and maintaining a settled policy on any subject. They further deem that our population is losing the superb physique which once made it the envy of other nations, and that the finest race in the world is at present one which dominates the Continent.

Mr. ROBERT CRONBACH, London, writes:—

Sir William Ramsay's proposal would result in a species of "amateur soldier" of little practical value, and who when most wanted would, no doubt, be engaged in his own occupation and unable to leave his work to keep in touch with his headquarters. We should have an army of partly-trained young men, unreliable, aggressive, and, no doubt, undiscip-

lined, and far from being a safeguard to our country. They would only tempt us to aggression.

Lieutenant H. Bruce Low, of the Edinburgh University Rifle Company, writes :—

I hope that this discussion will lead to some practical scheme being evolved that will arouse more interest in volunteering in the Universities, and enable the State to make the best use of the material here at hand

That it is the duty of *every* able-bodied man to prepare himself for the defence of his country is gradually being recognised on all sides as an indisputable fact. It is also recognised that in time of stress the problem will not be the supply of a sufficient number of men, since they can be comparatively easily trained in a few months, but to provide an adequate number of efficient officers to lead them. Surely it is here that the Universities are able to give some assistance. Men who have been trained in scientific observation, in individual thought and brain work, naturally chafe and feel suppressed when compelled to sink their initiative to a large extent under the command of a N.C.O. and obey him somewhat like a machine, or when engaged in such monotonous work as the almost brainless task of digging trenches, and therefore students do not make good privates; while, for the very same reason they are the material that with training ought to make good officers.

I should like to quote a suggestion from a prize essay of Captain F. P. Dunlop, Worcestershire Regiment:—"To those whom sentiment and inclination failed to move a little encouragement might be applied. For example, the granting of a university degree might be made to depend on having served with credit in the University Volunteer Corps, which, instead of occupying itself, as at present, with the A B C of soldiering, should be rather in the nature of a modified staff college or school of instruction in 'C. and O.' signalling, advanced musketry, and technical services generally. A leaving certificate from such a corps should be sufficient evidence of having kept terms, and should be accepted in lieu of fees now charged for a degree, the amount thus lost to the University coffers being made good by the Government in the shape of a generous capitation

grant on every student certified to have thus qualified for the position of officer."

It certainly seems a good suggestion that a University should encourage students to qualify as officers, and should in turn be encouraged to do so by the Government.

These remarks, I think, represent fairly accurately the opinion of volunteering circles in this University upon this question.

SPECIAL NOTICE.

This discussion will be continued in our next number. The Editor will be glad to receive expressions of opinion from all who are interested in the subject. Correspondence should be forwarded to the Editor (60, Chandos Street, London, W.C.), not later than June 30th.

Modern Greek

BY

ALEX. PALLIS

In a very interesting paper which Kyrios Gennadius contributed last year to this *Review* on "The Pronunciation and Teaching of Greek,"* there occurs the following sentence:—

> "That the literary form of Greek of the present day—the Greek of the church, the educational establishments, the newspaper press, the language of official documents, of parliamentary debates, of cultivated converse—is, to all intents and purposes, as pure as the Greek of the New Testament, is admitted by all those who have inquired into the subject."

I am afraid that Ks. Gennadius labours under an extraordinary illusion in thinking that the literary,[1] or rather scholastic, form of Greek of the present day is as pure as that of the New Testament. The latter reproduces a spoken idiom of its period; and as such it is tolerably pure. Because, clearly, there can exist only one norm of linguistic purity, and this norm is the spoken word. If the language of the New Testament deviates from absolute purity, it does so because the books were circulated at a time when the Atticists were hard at work and its style was occasionally altered so as to approximate it to what the Atticists conceived to be classical Greek.[2] In other words, its purity has been affected to some extent in the reverse way to that which Ks. Gennadius has in mind.

On the other hand, what is the scholastic Greek of the present day? It is a mere aping of classical Attic,

* *The University Review*, July, 1905, p. 269, Vol. I.

and is spoken by no one, not even by persons affecting the so-called cultivated converse to which Ks. Gennadius alludes.

My contention can be readily and conclusively demonstrated in this way. I am now writing in my library, and will name almost all the things which I see round about me; in this way I give a list of words of no special selection. To the left I will mention their names as they are spoken; to the right, as they are written or delivered scholastically:—

πολυθρόνα	armchair	ἑδώλιον
τραπέζι	table	τράπεζα
χαρτὶ (gen. χαρτιοῦ)	paper	χάρτης
πέννα	pen	κάλαμος
μολύβι	pencil	κονδύλιον
μελάνι (gen. μελανιοῦ)	ink	*μελάνη (gen. μελάνης)
γιαλὶ	glass	ὕελος
τζάμι	window-pane	ὕελος
σουγιᾶς	penknife	μαχαιρίδιον
ζουγραφιὰ, εἰκόνα (-ας)	picture	*εἰκὼν
βιβλίο	book	*βιβλίον
καναπὲς, σοφᾶς	sofa	ἀνάκλιντρον
προσκέφαλο, μαξιλάρι	pillow	προσκεφάλαιον (or τύλη)
χαλὶ	carpet	τάπης
ντουλάπι	cupboard	σκευοθήκη
σαλάκι	small shawl	σάλιον
κουδοῦνι	bell	κώδων
μασιὰ, τσιμπίδα	tongs	πυράγρα
κάρβουνο	coal	ἄνθραξ
ζυγαριὰ	scales	πλάστιγξ
καθρέφτης, καθρέπτης	looking-glass	κάτοπτρον
τελάρο, κορνίζα	picture-frame	πλαίσιον
πάτωμα	floor	δάπεδον
ταβάνι	ceiling	*ὀροφὴ
παράθυρο	window	θυρὶς
πόρτα	door	*θύρα
κλειδὶ	key	κλεὶς
καλάθι	basket	καλάθιον

Thus we have twenty-eight words representing most of the things one sees in a library. Among these there

are five—those marked with asterisks—which might, perhaps, be used in conversation now and again by those who affect a learned style; but the remaining twenty-three have never been uttered in "converse" by even the most cultured persons, not even, I venture to think, by Ks. Gennadius himself, and I assert that contradiction on this point is out of the question.

So far, then, as vocabulary is concerned, that scholastic Greek is the language of cultivated converse is a pure myth. Nor does the matter stand otherwise in point of phraseology. In this connection I would mention the following. Two years ago, Kyria Dragoumis, a most accomplished Athenian lady, wrote two letters to the *Literary World*, in which she maintained the same proposition as does Ks. Gennadius. In refuting this proposition, I then wrote to the same periodical as follows:—

"One evening last week, I had the honour of meeting an Athenian family of the very highest standing freshly arrived in this country, and it was on that evening that Ka. Dragoumis's letters were pointed out to me. I then at once noted down a few phrases as they were spoken by the members of that family. Here they are:—

1. Ἡ *φωτογραφία τοῦ σπιτιοῦ σας.*
2. *Για-τί* (disyllabically).
3. Νὰ *σοῦ πῶ.*
4. Ἔγραψες *καὶ δεύτερη φορά.*
5. Κωστῆ, ἔλα *δῶ.*
6. Παῖξτε *λίγο πιάνο.*
7. Νὰ *λέτε ὁ καθένας μὲ τὴ σειρά του τί θὰ γίνῃ.*

"Now, these phrases, *if written*, would have assumed the following forms:—

1. Ἡ *φωτογραφία τῆς οἰκίας σας.*
2. *Δι-α-τί* (trisyllabically).
3. Ἄφες *νὰ σοὶ εἴπω.*
4. Ἔγραψας *καὶ ἐκ δευτέρου.*
5. Κωνσταντίνε, *ἐλθὲ ἐνταῦθα.*
6. Παίξατε *ὀλίγον πιάνον* (or even *κλειδοκύμβαλον*).
7. Ἕκαστος *ἂς λέγῃ τί δέον νὰ γίνῃ ὅταν ἐλθῇ ἡ σειρὰ αὐτοῦ.*

"This parellelism shows simply, but, I think, conclusively, that there really exists a vast difference between that which is written and that which is spoken in the best Athenian society.

"But my episode did not stop there. When the young people perceived my notes, they began, amid roars of laughter, addressing me in bookish Greek—which shows not only that that language (?) is not spoken, but also that it is looked upon as grotesque. Our fun lasted a few minutes, and then one of the young ladies resumed her natural speech, remarking that she could keep up the pretence no longer—a remark which finally establishes the fact that, even strive as you will, you cannot possibly speak bookish Greek. Ka. Dragoumis knows that my narrative is scrupulously exact, etc."

Taking, then, the spoken word as a norm, I think I am entitled to say that I have made it quite clear that scholastic Greek is far from being pure, either in its vocabulary or in its phraseology. But let us further examine its claims to purity from Ks. Gennadius's point of view, which, no doubt, is its similarity to *classical* Greek.

Whoever looks superficially at a passage from scholastic Greek is, at first, certainly struck by its apparent approximation to the classical language. Should he, however, be a tolerable scholar, he will soon be undeceived, and will discern that he has to do with a piece of pure barbarous macaronics. It would be too tedious to exhibit specimens of this style from all the sources which are mentioned by Ks. Gennadius; and I will confine myself to citing one or two passages from the language of the church and of the university.

Some months ago, one of the dignitaries of the church, the present Archbishop of Patras, delivered an oration on the late Ks. Delyannis, who had just been assassinated. Here is an extract from this oration, which, naturally, was not an extempore effort:—

"*Εἰς τὴν λάμπουσαν αἰθρίαν γαλήνην καὶ γελόεσσαν εὐημερίαν τοῦ ἀκτινοβολοῦντος ἀνθρωπίνου βίου ἀπὸ δόξας, τιμὰς, ὄλβους, κλέη, καὶ ἐθνικὰ μεγαλεῖα, ἐπισκήπτει αἴφνης καὶ ἀδοκήτως, ὡς θύελλα καὶ κεραυνὸς, ὁ σκληρὸς καὶ ἀδυσώπητος θάνατος, καὶ*

ἐξαφανίζει καὶ καταστρέφει ὅλην αὐτὴν τὴν δοκοῦσαν εὐδαιμονίαν καὶ ὀλβιότητα."

Now, there are no less than eight solecisms in this short passage:—

1. *ἀπὸ* construed with the accusative (*ἀπὸ δόξας*).
2. *αἰθρίαν* instead of *αἴθριον*.
3. *ἀκτινοβολοῦντος ἀπὸ δόξας* instead of *ἀκτινοβολοῦντος δόξαις*.
4. *γελόεσσαν* used in prose.
5. *ἐπισκήπτει εἰς τὴν λάμπουσαν* instead of *τῇ λαμπούσῃ* (*ἐπισκήπτω εἰς* means a different thing).
6. *ὅλην* instead of *πᾶσαν*.
7. *αὐτὴν* instead of *ταύτην*.
8. *ὀλβιότητα* (!) instead of *ὄλβον*.

The following passage I excerpt out of a declaration signed by all the professors of theology of the University of Athens (except one). It is very characteristic, both by reason of its involved construction and of the fact that, though very learned in appearance, it is really full of *κῆρες*. It runs thus:—

"*Τὴν ἐπιχείρησιν τῆς μεταφράσεως* [read *τὴν μετάφρασιν*] *τῶν Γραφῶν εἰς τὴν νέαν ἑλληνικὴν γλῶσσαν, γινομένην χάριν τοῦ Ὀρθοδόξου ἑλληνικοῦ λαοῦ, ἵνα δηλαδὴ οὗτος, οἰκειότερον* [a Gallicism = *plus familièrement;* read *γνωριμώτερον*] *ἀναγινώσκων αὐτάς, ἐμφορηθῇ* [read *πληρωθῇ*; the word *ἐμφορηθῇ* implies excess] *μᾶλλον* [to a greater excess yet ?] *τῆς περιεχομένης* [read *τῆς ἐν αὐταῖς*] *θείας διδασκαλίας, ἐκ δὲ τούτου γέννηται* [probably an *erratum*] *χριστιανικώτερος ἢ νῦν* [*ἢ νῦν* added for purposes of sound], *οὔτε ἡ Ὀρθόδοξος Ἑλληνικὴ Ἐκκλησία ἐν τῇ μακρᾷ Αὐτῆς πείρᾳ εὗρεν ὡς* [an atrocious Gallicism = *trouver comme*] *ἐπιτήδειον καὶ ἀναγκαῖον παιδαγωγικὸν μέσον* [another Gallicism = *moyen*] *εἰς τὴν θρησκευτικὴν διαπαιδαγώγησιν* [read *θρησκευτικῆς παιδαγωγίας*] *τοῦ Ὀρθοδόξου πληρώματος οὔτε ὁ Ἑλληνικὸς λαὸς ᾐσθάνθη ποτὲ τὴν ἀνάγκην τῆς μεταφράσεως ταύτης, ἐν ᾧ* [read *καίτοι*] *ἡ ἀπὸ τῆς εὐαγγελικῆς γλώσσης* [read *πρὸς τὴν* etc.] *διαφορὰ τῆς κοινῆς παρὰ τῷ λαῷ ἑλληνικῆς γλώσσης δὲν εἶνε ἀρτιφανής, ἀλλὰ πλέον ἢ χιλιετής.*"

This composition, surely, is pretty strong as the outcome of a collective effort on the part of five professors of the highest educational establishment in the country.

It would be very instructive, were it possible, to

produce some accurate specimens of that parliamentary diction which Ks. Gennadius so much admires. But all speeches delivered in the Greek Parliament are afterwards laboriously edited before being printed, so that it is impossible to give even a remote idea of their genuine form. Suffice it to say that Ks. Théotokis, the present Prime Minister, in his oration on the late Ks. Tricoupis, claimed for his chief that he "ἐξεβαρβάρωσεν τὴν Ἑλλάδα," and he was puzzled to know why on so solemn an occasion several deputies suddenly became hilarious. Of course, he thought he was saying that Ks. Tricoupis civilised Greece. This ἐξεβαρβάρωσεν, I fancy, holds the record of international malapropism.

It must not be imagined that the monstrosities that occur in scholastic and official Greek are special to a few men. They are general, and are to be found even in the writings of very eminent men, as is only to be expected from the artificial character of such writings. No one would suppose that a scholar of the eminence of Professor Hadzidakis would commit such a "howler"—if I may use this colloquialism—as αἵτινες καταλαβόντες; or that Ks. Gennadius himself would construe the verb καταχρῶμαι with the genitive in approved French style (*abuser de*). These slips, however, *have* been committed, and I mention the fact not at all from any wish to disparage either Professor Hadzidakis or Ks. Gennadius, whose erudition I am the first to admit, but with feelings of sympathy—I have myself sinned in my dark pre-Psicharite days—and because my argument renders the exhibition of such errors unavoidable.[3] It must be a puzzle to many how Ks. Gennadius, or any other true scholar, can feel anything but contempt for a system that makes such solecisms possible, and how they can associate it at all with the idea of purity. Their views must be quite different from those of the late Professor Cobet, who would not even admit that Lucian wrote in pure style, and entertained occasional objections to the Attic of Xenophon himself.

In conclusion, I may add that, some years ago, Professor Kontos—a scholar of European reputation, to whom the prevailing solecisms in scholastic Greek had become intolerable—wrote a volume of substantial dimensions, in which he denounced these solecisms and taught their correct substitutes. His book had no effect; on the contrary, to judge from a new catalogue published two years ago by Dr. Papathomas, the evil seems to have grown rapidly since Professor Kontos's book. This catalogue contains about 170 errors, which are in current use at the present time. And should the present system of aping old Greek be persisted in, far from the language becoming purer in course of time, it is sure to be further contaminated day by day, and in the end we shall witness a novel phenomenon, *i.e.*, a language reared by learned people upon a foundation of solecisms.

A word of warning and I have done. Students of old Greek should be wary of reading scholastic modern Greek—as Ks. Gennadius, perhaps, wishes them to do—for this will certainly result in their familiarising themselves with all kinds of blunders, and they will then be worse off than if they had never learnt any old Greek at all.

ALEX. PALLIS

NOTES.

1. The best poetry in modern Greek, as is well known now, has been written in the spoken language of the people. In fact, nothing but demotic is at present used by the poets, and since a few years by many distinguished prose-writers as well. The term "literary," therefore, when exclusively applied to the style which Ks. Gennadius has in view, is unscientific and misleading.

2. See my "Notes on the Gospels according to St. Mark and St. Matthew based chiefly upon modern Greek."

3. If learned men commit such slips, it may be imagined what ordinary folk are capable of. A few months ago, I received a letter which was signed ὁ ὑμέτερός σας Ἰωάννης Τάδες. This is as though an Englishman signed himself, "Your yours, John Smith." The writings of imperfectly-educated people teem with similar absurdities; nay, even the writings of men who have had an university education are not free therefrom.

Two French Critics of Burns.

BY

A. M. WILLIAMS.

STUDENTS of the great forces in literature, of writers like Shakespeare, Burns, and Byron, can learn much from foreign opinion when it is fully documented, based on an examination sufficiently thorough of the relevant facts. It is a revelation of a new outlook on the poetry of Byron to become acquainted with the continental estimate of that Titan of literature. "Byron's force" has made a tremendous impression on Europe, and foreign critics are unstinted in their eulogy. Goethe's remark, "The English may think of Byron as they please; but this is certain, that they can show no poet who is to be compared with him," voices a general judgment, while Mazzini's declaration is even more remarkable. "It is since Byron," he says, "that we Continentalists have learned to study Shakespeare and other English writers. From him dates the sympathy of all the true hearted amongst us for this land of liberty, whose true vocation he so worthily represented among the oppressed. He led the genius of Britain on a pilgrimage throughout all Europe." The sources of such opinions, which are representative, are to be sought in Byron's form, which is of such a kind as to suffer very little in translation, in the amazing intensity of the poet's genius and the vigour of his fight for freedom, in the absence from the minds of foreign critics of prejudices springing from insular canons of conduct, from the opprobrium which clung to Byron in his lifetime and even yet hinders his fame in his own country, in Byron's utter lack of enthusiasm for

Britain and his appreciation of her rivals and enemies. Some of these causes are complimentary to Byron, some of them uncomplimentary or partly so, but they explain how outsiders are able to take such wide and detached surveys.

Not less interesting are the views of Taine and Professor Angellier on Burns. Both estimates of the poet's life and work are excellent specimens of literary criticism, but Professor Angellier's is the more thorough and sympathetic, probably because it is founded on a more minute study of the subject in itself and in its relations. Taine strikes a Scotsman as taking too dark a view of Burns's surroundings. "A sad condition, a sad country, a sad lot. It is hard to be born in Scotland." The main ground of this depressing statement seems to be that the distinguished author found it necessary to wear his overcoat on a July day in Glasgow, but we may be sure that among his "misfortunes great and sma" our poet did not include the land of his birth. The man who declared "the story of Wallace poured a tide of Scottish prejudice into my veins, which will boil along there till the floodgates of life shut in eternal rest," and wrote "Tam O' Shanter" and "The Jolly Beggars," was not likely to regret that his lot had been cast in a land where winter no doubt is often enough dark and dreary—

"When biting Boreas, fell and doure,
Sharp shivers thro' the leafless bow'r;
When Phœbus gies a short-liv'd glow'r,
Far south the lift,
Dim-darkening thro' the flaky show'r,
Or whirling drift;"

but where in spring—

" laverocks wake the merry morn,
Aloft on dewy wing;
The merle, in his noontide bow'r,
Makes woodland echoes ring.
. . . . . .

Now blooms the lily by the bank,
The primrose down the brae;
The hawthorn's budding in the glen,
And milk-white is the slae."

Professor Angellier has caught exactly the feeling of Burns for his native scenery. Nothing could be more charmingly sympathetic than his description of the Doon. "It is a delightful river to sport by, its current shallow but swift enough, one of those streams whose dancing waves seem to share the joyousness of the little lads that play with them. Its bed is strewn with big stones from one to other of which it is amusing to leap at the risk of an occasional wetting. The banks are thickly lined with hazels, beneath which the water swirls and foams, while overhead the birds revel in spring and the nuts hang thick in autumn." Such words are the credentials of a critic of Burns, whose soul was so sensitive to the changing moods of nature.

Both writers take a broad and generous view of Burns as a man, and while admitting as they must the errors he committed they write of them in terms very different from those used by many home critics, even the best disposed. The fact is Taine and Professor Angellier have full sympathy with the pathetic lines of the "Bard's Epitaph"—

"This poor inhabitant below
Was quick to learn and wise to know,
And keenly felt the friendly glow,
And *softer flame*,
But thoughtless follies laid him low,
And stained his name."

On the other hand there is a tendency in our own critics to take a very severe view of the poet's shortcomings.

Even James Montgomery's complimentary verses, in which he compares Burn's various gifts to those of the blackbird, the swallow, the eagle, the lark, and other birds, conclude—

"The Linnet in simplicity,
In tenderness the Dove;
But more than all beside was he
The Nightingale in love.
Oh! had he never stooped to shame,
Nor lent a charm to vice,
How had Devotion loved to name
That bird of Paradise!"

Principal Shairp's well-know opinion is practically to the same effect: "Given a being born into the world with a noble nature, endowments of head and heart beyond any of his time, wide-ranging sympathies, intellectual force of the strongest man, sensibility as of the tenderest woman, possessed by a keen sense of right and wrong which he had brought from a pure home—place all these high gifts on the one side, and over against them a lower nature, fierce and turbulent, filling him with wild passions which were hard to restrain and fatal to indulge—and between these two opposing natures a weak and irresolute will, which could overhear the voice of conscience, but had no strength to obey it; launch such a man on such a world as this, and it is but too plain what the end will be." Against this Dr. Jekyll and Mr. Hyde view of Burns, Professor Angellier protests: "Some of his biographers represent him as the prey of his senses and explain his faults by a conflict between his spiritual gifts and a carnal and earthly constitution. This shows little knowledge of what goes to the loves of poets. There was something else in Burns's passion; there was poetry and heart in connections the most fatal to his life and the most disastrous to his reputation."

This is better said than even in Delta's well-meant lines:—

"Calculation has its plummet;
Self-control its iron rules;
Genius has its sparkling fountains;
Dulness has its stagnant pools;

Like a halcyon on the waters,
Burns's chart disdain'd a plan—
In his soarings he was Heavenly,
In his sinkings he was Man."

Wordsworth's reference to the subject is in excellent vein;

"Sweet mercy! to the gates of Heaven
This Minstrel lead, his sins forgiven;
The sinful conflict, the heart riven
With vain endeavour,
And memory of Earth's bitter leaven,
Effaced for ever";

but very few of Burns's critics have the sanity of temper that enables them to take Taine's dispassionate view of moral questions. "These great innovators" he says, "these poets, are all alike. What makes them poets is the violent afflux of sensations. They have a nervous mechanism more sensitive than ours, the objects which leave us cool, transport them suddenly beyond themselves." And again;—"Doubtless he did not boast about these excesses, he rather repented of them; but as to the uprising and blooming of the free poetic life in the open air, he found no fault with it. He thought that love, with the charming dreams it brings, poetry, pleasure and the rest, are beautiful things, suitable to human instincts and therefore to the designs of God. In short, in contrast with morose Puritanism, he approved joy and spoke well of happiness." In a more philosophic strain Professor Angellier writes:—"Some faults, some hours of forgetfulness, of weakness, of anger, of passion, spoil a whole life, which has nevertheless served valuable purposes. Viewed as a whole it is seen to be composed of goodness, of efforts and aspirations towards excellence; even in its errors, it has longings after good, so strong that—mysterious and disturbing reality—the very longing after good has been the source of error; it is marked by love, sacrifice, devotion; it contributes to the physical persistence and the intellectual progress of the world.

And all those services are forgotten or ignored or disowned because of some surface disorders, of some eddies where the stream is troubled. In spite of inexcusable faults, Burns's life was one of uprightness, work, and goodness. He accomplished more than most, more than many that have regarded themselves as free from errors; he accomplished with rare efficiency the essential tasks in virtue of which man counts for anything here below, and it is still a moot question whether defects of action are not as reprehensible as excesses of passion, and whether, when reckoning has been duly made, those that have done some ill but have laboured energetically and well, are not worth more than those that have done neither good nor ill." Such is the wise and kindly judgment of a man who extenuates nothing and sets nothing down in malice, the judgment of one that deals faithfully with such episodes as those connected with Betsy Paton, Anna Park, and Mrs. Riddell. but handles them in a calm judicial spirit.

There is a strong contrast between Professor Angellier's well ordered sentences and the chuckling, satyr-like tone of Mr. Henley, who finds a sufficient explanation of Burns's errors in "the poor living, lewd, grimy, freespoken, ribald, old Scots peasant-world, and in Burns's own habit and the habit of the Scots peasant woman." It is not worth while to feel angry at such a picture of Scotland, which quite clearly Mr. Henley did not know, but one may feel surprise that a literary man should not have been warned by analogy against making larger inductions than the date justified. In Heywood's "Rape of Lucrece" there is a catch wholly abominable, "lewd, free-spoken, and ribald;" Macaulay applied to the literature of the Restoration the words "earthly, sensual, devilish"; in Crabbe's "Village Register" we look into a world "poor-living, lewd, grimy," but I do not know that any one has made such literature the basis of a general statement with regard to England

quite so sweeping as Mr. Henley's with regard to Scotland. Amusement and wonderment rather than indignation are provoked by a writer who forms his opinion of the Scots peasantry as a whole from Allan Ramsay's "Evergreen," "The Merry Muses of Caledonia," and the more *gaillard* poems of Burns.

Nor is eager justification in place in answer to perverse judgment on the man Burns, for, as Carlyle has said, "with men of right feeling any where we are not required to plead for Burns." Pleading is not indeed to be thought of. We accept Burns as he is just as we accept Shakespeare in spite of *grossièretés* like the 151st sonnet, Dryden in spite of unquotable songs, and Goethe in spite of his many amours and such things as the fifth elegy. Like Burns, Goethe was a wandering lover, and found poetic inspiration by putting himself upon "a regimen of admiring a fine woman."

Much has been written about the bad reputation that surrounded Burns in his last years, the extent to which he was shunned by many that at one time would have welcomed him, and on this subject Professor Angellier speaks what will be accepted when he says:—"It was the form rather than the nature of his excesses that shocked opinion. They could have been forgiven if they had been kept quiet, but they were committed openly, and society, which pardons in those that dissimulate the faults which it knows they commit, but which is startled and angered—especially a provincial and narrow society—by what rebels against the grand conspiracy of hypocrisy by which it dupes itself, had no mercy for this peasant who would not consent to respect virtue by masking his vices with an additional vice."

But when the best and the worst have been said of the man Robert Burns, one can imagine the poet's indignant shade rising to rebuke friend and foe alike. While it is possible to say to some critics, "He that is without sin among you, let him first cast a stone," and

to hint to others that even "taste, judgment, learning truth and candour" may come short of doing justice to so complex a problem as the life of a great genius, there is a third course open. When Lord Melbourne was confronted with a ticklish question he used to ask, "Can't you leave it alone"? and might not Burns put this question to us? Might he not properly object to be judged by critics of whom the wisest and the best informed cannot know enough, or even to submit to review at all in matters that were his own private concern? When a man publishes poetry he practically invites and must submit to the freest criticism, but he may fairly claim that his life is his own concern, for which he declines to accept either censure or approval. But as we have seen neither Taine nor Professor Angellier can escape the personal question, which, however, may now be left in order to discuss their views on the poetry.

One of the most interesting questions in connection with the poetry of Burns is its historical relationships, and this involves a consideration of Burns's originality on the one hand and his indebtedness to his predecessors on the other. "By night in his cold little room," says Taine, "by day whilst whistling at the plough, he invented forms and ideas." "Speaking broadly" says Mr. Henley, "his function was not origination, but treatment." In this case also Professor Angellier hits the mark. "This table of literary forms inherited by Burns from his predecessors is not to be understood as explaining in any fashion or degree Burns's work. It is simply a statement of the literary models he had at his disposal, and of the designs of the vessels he found ready to his hand. Into them he poured his wine, that is, his genius, but as the jar does not explain the aroma of the wine, so the literary form does not explain the soul that it contains. . . We must not forget that of all influences that go to make a literary genius, literary influences are perhaps the least or the

least profound. They provide technical models, or, to give them all their importance, intellectual food, and at the same time starting points and goals to strive towards. . . But they do not give the force or the liveliness of feeling which are the basis and the essence of genius, nor even the sensations in which these gifts exercise and develop themselves. The panorama of life, his own passions, the thousand aspects of nature dying or reviving, did more for Burns than his reading. Among his teachers one was supreme and was so recognised.

> "The simple bard, rough at the rustic plough,
> Learning his tuneful trade from every bough;
> The chanting linnet, or the mellow thrush;
> Hailing the setting sun sweet in the green thorn bush;
> The soaring lark, the perching red-breast shrill,
> Or deep-ton'd plovers grey wild whistling o'er the hill."

The historical relationships of Burns form the subject of a most instructive paper—too little known—by the late Professor Minto. "It was not the touch of nature's fire alone," he says in one passage, "that made Burns the great artist he was; it was the happy combination of this with an indomitable effort after perfection of expression. That Burns had natural fire there is no question; everybody feels it in his poetry, and everybody allows that the touch of nature's fire is indispensable. But Burns had courage enough to recognise that the possession of natural fire did not absolve him from the necessity of resolute artistic discipline; and his distinction lies in this, that he had strength enough to undergo the discipline without losing his hold on nature. How many of his songs fulfil in substance Pope's ideal—

> 'What oft was thought, but ne'er so well expressed.'"

There is a tendency to regard Burns as a peasant—Mr. Henley makes free use of this word, although the poet was neither a peasant nor the son of a peasant—from whose head poetry sprang full-armed. This view of

Burns as a kind of miracle ignores plain facts; he belonged to the small farmer class, then as now a notable body of Scotsmen, marked by sound mental qualities and an eagerness for education. Burns himself received a sound education, seed that fell on ground of extraordinary fertility, as his letters show, and of certain portions of literature he was a close critical student. Thus he writes to Dr. Moore, "I have no doubt but the knack, the aptitude, to learn the Muses' trade is a gift bestowed by Him who forms the secret bias of the soul; but I as firmly believe that excellence in the profession is the fruit of industry, labour, attention and pains"; and again, "A collection of English songs was my *vade mecum.* I pored over them driving my cart or walking to labour, song by song, verse by verse, carefully noting the true tender or sublime, from affectation or fustian;" and he writes to Miss Helen Maria Williams: "I know very little of scientific criticism: so all I can pretend to do in that intricate art is merely to note, as I read along, what passages strike me as being uncommonly beautiful, and where the expression seems to be perplexed or faulty." From various letters we learn the names of the authors to whom he most seriously inclined, and whose works therefore he subjected to this exact analysis, and we are not surprised or displeased, rather do we gain an added joy, when we catch in Burns the echo of another's note. When Burns wrote

> "As bees bizz out wi' angry fyke,
> When plundering herds assail their byke,"

he had caught through Pope the image in the 16th Iliad:—"they poured out like wasps who pour out from their wayside hive, provoked continually by foolish thronging boys," or as Pope has it—

> "As wasps provoked by children in their play
> Pour from their mansions by the broad highway,"

but it is surely absurd of Mr. Henley to speak of pilfering: "convey the wise it call." Macaulay uses very different language of Milton's appropriations. "His words, "says that great man of letters, "are words of enchantment; no sooner are they pronounced than the past is present and the distant near. New forms of beauty start into existence and all the burial places of the memory give up their dead." To take a case in point, in his notes on "Lyvidas," a short poem of 193 lines, appreciation of which is said to stamp one as having poetic taste, Mr. R. C. Brown supplies some forty parallels to ideas, words, and turns of expression occurring in the poem, which simply means that in a mind well stored with literature Milton here as everywhere stirs slumbering memories and fills the mind with the glittering hues of vanished forms of beauty. And in like manner Gray's poetry, notably the Elegy, is the centre of radiating associations which spread far and wide in literature, and are the source of richest pleasure. These links with kindred spirits are found in almost every writer, and are commonest in the greatest. It is one of the delights of reading to recall parallel passages, to find, as the eye reads Tennyson's "When from crimson-threaded lips," that the memory is quoting Cleveland's

> "Her lips, those threads of scarlet dye,
> Wherein love's charm and quiver lie;"

or that, on the suggestion of Tennyson's fine stanza—

> "His memory long will live alone
> In all our hearts, as mournful light
> That broods above the fallen sun
> And dwells in heaven half the night—"

it can recall Dryden's noble lines—

> "If I fall
> I shall be like myself, a setting sun
> Should leave a tract of glory in the skies."

But to take the greatest name of all, Shakespeare himself, the originality of whose genius has been the

theme of countless eulogists, how does the case stand? From De Quincey's stately estimate I select one sentence:—"In the gravest sense it may be affirmed of Shakespeare that he is among the modern luxuries of life, that life, in fact, is a new thing, and one more to be coveted, since Shakespeare has extended the domains of human consciousness, and pushed its dark frontiers into regions not so much as dimly descried or suspected before his time, far less illuminated (as now they are) by beauty and tropical luxuriance of life." This is true and so is Minto's statement of his indebtedness to his predecessors. His power and excellence lay "not in that he added more than any other man to the immense stock of old-world wisdom, but in that he gave to what he adopted an expression so superlative that generalised observations centuries older than him have passed into common speech in his forms. His wisdom was the wisdom of sagacious choice and happy application; but his genius was his own." Again, says Minto, he "took the best situations that occurred to him from his own mind or from novels, poems, histories, or even from plays then upon the stage . . . . . And their discoveries, so far from hurting Shakespeare's reputation are the most astonishing disclosures of his power." *Mutatis mutandis* all this applies to Burns. Originality in a great writer does not mean that all his matter is his own—in that sense hardly any great writer is original (Swift, however, is remarkably so)—it means that what he does say is stamped with his own individual genius, and so becomes the natural expression of his personality. On the sources of Burns Professor Angellier writes with his usual perspicacity: "The work of Burns is a kind of continuation of the popular poetry of Scotland. In choosing his models he neglected the ballads as being the expression of a life entirely different from anything he knew, while he makes use of the popular songs and poetry because they take his own way of looking at the world. In each

of these he easily holds the first place and this double mastery makes him unique among Scottish poets. The song-writers have produced nothing else; Allan Ramsay and Ferguson have written note-worthy poems, but their songs are only second-rate. Burns alone has gathered both laurels. Burns shows traces of other influences; echoes of Shakespeare, Thomson, Shenstone, Beattie, Gray, Grahame, Young, Ossian, and many more. These are things of no consequence; they are no part of his genius, only a few grains of his reading scattered over some of his verses. There is some interest in examining the mud on the shoes of a traveller; it reveals his track. But if he has journeyed with his eyes fixed on distant peaks or more distant stars, it cannot help us to know what he has seen and felt. We know also that Burns got his first literary impressions from Addison and Pope, who exercised over him an influence more general, profound and subtle, hardly revealing itself by external imitation, but ranking among those elusive things that belong to the mystery of the development of a spirit." Professor Minto takes practically the same view. "The secret, he says, "of Burns's enduring and still growing fame is, that he was the greatest poetic artist of his century . . . . There is no better way of reviving our sense of the force of Burns' genius, if it should happen to get blunted by too long prolonged familiarity, than putting his work alongside the precedent with which it competes." Successive editors have supplied illustrations of how Burns improved upon the efforts of his predecessors, but less material is available for showing how Burns improved upon himself in his search for the most suitable setting of an idea. Professor Minto gives an excellent example of how the poet cast about for the best word-grouping. "The line—'But seas between us braid hae roared'—is perfectly balanced in its place in 'Auld Lang Syne' against the companion line—

'We twa hae paidl't in the burn.'

But the ocean's roar had done duty in more than one of his earlier and less perfect poems before it was happily settled in its present connection. At that desperate crisis in his life when he proposed to expatriate himself, and took passage to the West Indies, he addressed the following lines to Jean Armour—

'Though mountains rise and deserts howl,
And oceans roar between,
Yet dearer than my deathless soul
Still will I love my Jean.'

We find the same idea in another poem of the same date—

'Will ye go to the Indies, my Mary,
And leave auld Scotia's shore?
Will ye go to the Indies, my Mary,
Across the Atlantic's roar?'

The idea occurs in still another poem, also written about the same time—

'From thee, Eliza, I must go,
And from my native shore;
The cruel fates between us throw
A boundless ocean's roar;
But boundless oceans, roaring wide,
Between my love and me,
They never, never can divide
My heart and soul from thee.'"

"The roar of the Atlantic" figures also in his letter of August 2, 1787, to Dr. Moore. Burns himself supplies the explanation of the difficulty of catching him in the process of refining his expression. Thus he writes to Thomson: "Until I am complete master of a tune in my own singing, such as it is, I can never compose for it. My way is this. I consider the poetic sentiment correspondent to my idea of the musical expression, then choose my theme, compose one stanza. When that is composed, which is generally the most difficult part of the business, I walk out, sit down now and then, look out for subjects in nature round me that are in unison or

harmony with the cogitations of my fancy and workings of my bosom, humming every now and then the air with the verses I have framed. When I feel my muse beginning to jade, I return to the solitary fireside of my study, and there commit my effusions to paper." He tells Cleghorn how the verses begining "The small birds rejoice in the green leaves returning" were composed:—

"As I was riding through a tract of melancholy, joyless muirs, between Galloway and Ayrshire, it being Sunday I turned my thoughts to psalms, and hymns, and spiritual songs; and your favourite air, 'Captain O'Kean,' coming at length into my head, I tried these words to it;" and he offers to Mr. Dunlop certain lines as "the production of yesterday, as I jogged through the wild hills of New Cumnock." There is also the well-known account of the composition of "To Mary in Heaven." "As the twilight deepened," says Lockhart, "he appeared to grow very sad about something, and at length wandered out into the barn-yard, to which his wife, in her anxiety for his health, followed him, entreating him in vain to observe that frost had set in, and to return to the fireside. On being again and again requested to do so he always promised compliance—but still remained where he was, striding up and down slowly and contemplating the sky, which was singularly clear and starry. At last Mrs. Burns found him stretched on a mass of straw with his eyes fixed on a beautiful planet 'that shone like another moon,' and prevailed on him to come in. He immediately on entering the house called for his desk and wrote, exactly as they now stand, with all the ease of one copying from memory the sublime and pathetic verses." Lockhart does not over-praise these famous lines, which open so finely with the tense expectancy of the first words, "Thou lingering star, with less'ning ray." Such facility in composition as Burns had was not a mere gift of nature; the gift was there, of course, but his readiness in turning it to account was the

result of his careful analysis of poetic forms, and enabled him to reach the final written word without these experiments of the trial and error kind wherein we can so often trace the evolution of a poet's expression.

Let us now see the evolution in the contrast between Burns and the predecessors to whom he was indebted. Allan Ramsay's "Tale of the Three Bonnets" supplied Burns with the model of a humorous story dashed with the supernatural and told in octosyllabic couplets, but beyond it rises "Tam o' Shanter" far as the east from the west. The extraordinary humour and dash of Burns's wonderful poem have made it immortal, and beside it the "Three Bonnets" is a vapid production. Yet there is a kind of familiar swing in lines like these:—

> "Beyond the hills where lang the billies
> Had bred up queys, and kids, and fillies,
> And foughten mony a bloody battle
> Wi' thieves that cam' to steal their cattle;
> There lived a lass kept rary shows
> And fiddlers ay about her house;
> Wha at her table fed and ranted
> Wi' the stout ale she never wanted;
> She was a winsome wench and waly,
> And could put on her claes fu' brawly;
> Rumble to ilka market town
> And drink and fight like a dragoon."

This sounds like the rough sketch of a bit of "Tam o' Shanter," but the delightful abandon is still to seek. The Centenary Burns traces "The Twa Dogs" to Ferguson's "Mutual Complaint of Plainstanes and Causey;" Professor Minto finds the suggestion in Allan Ramsay's fable of "The Twa Books." Either of them could have given Burns the metrical form and the general idea, and throughout "The Twa Dogs" there are faint echoes of individual passages in both poems. Thus Allan Ramsay begins.—

> "Twa books, near neighbours in a shop,
> The tane a gilded Turkey fop;

The tither's face was weather beaten,
And calf-skin jacket sair worm eaten.
The corky, proud of his braw suit,
Curled up his nose, and thus cried out:
Ah! place me on some fresher binks!
Figh! how this mouldy creature stinks!
How can a gentle book like me
Endure such scoundrel company?"

and the lines may have started Burns's delightful opening description of Caesar and Luath. But Burns's strain is "of a higher mood," the serious converse of the dogs is a very different matter from the grievances of Plainstanes and Causey, while the more finished form of Burns's verses may be seen in a comparison of Ferguson's conclusion:—

"Content am I, but east the gate is
The sun, wha takes his leave of Thetis,
And comes to wauken honest folk
That gang to wark at sax o'clock—
It sets us to be dumb awhile,
And let our words gie place to toil,"

with Burns's:—

"By this the sun was out of sight,
An' darker gloaming brought the night;
The bum-cock humm'd wi' lazy drone,
The kye stood rowting i' the loan;
When up they gat and shook their lugs,
Rejoiced they were na *men* but dogs;
And each took aff his several way,
Resolv'd to meet some ither day."

The statement that Burns found both his themes and his forms ready to his hand comes to mean less when his manner of dealing with both is fully understood, and when it is so understood high-handed borrowing rather adds to than subtracts from our admiration for his originality. To compare his metres with those of Ramsay and Ferguson is to be conscious at once of his immense superiority and to be curious to account for it.

Well we know that he was a critical student of style and diligently practised composition.

> "Amaist as soon as I could spell,
> I to the crambo-jingle fell,
> Tho' rude and rough;
> Yet crooning to a body's sell
> Does well enough."

"The earliest composition that I recollect taking any pleasure in," says Burns, "was the *Vision of Mirza* and a hymn of Addison's beginning, 'How are Thy servants blest, O Lord.'"

The first verse of the hymn is:—

> "How are Thy servants blest, O Lord!
> How sure is their defence;
> Eternal wisdom is their guide,
> Their help, Omnipotence."

Now compare with this the cadences of the opening lines of Burns's first song:—

> "O, once I loved a bonnie lass,
> Ay, and I love her still,
> And while that honour warms my breast,
> I'll love my handsome Nell."

The cæsural pauses are as obviously reproduced as in Newman's "which I have loved long since," which is exactly Cowper's "that left the herd long since." The excellence of Burns's verse and its *terminus a quo* may be illustrated by one or two cases. Here is Allan Ramsay's octosyllabic couplet at its best:—

> "Sun gallop down the westling skies,
> Gang soon to bed and quickly rise;
> O, lash your steeds, post time away,
> And haste about our bridal day;
> And if ye're weary, honest light,
> Sleep gin ye like, a week that night."

The sentiment is the same (only more frankly confessed) as in Tennyson's ornate lines:—

> "Move eastward, happy earth, and leave
> Yon orange sunset, waning low,"

but the monotony of the caesura and the somewhat inartistic handling of the vowel quantities are obvious. Now take a few lines from Shenstone, one of Burns's studies :—

"See yonder hill, so green, so round,
Its brow with ambient beeches crowned !
'Twould well become thy gentle care
To raise a dome to Venus there;
Pleas'd would the nymphs thy zeal survey;
And Venus in their arms, repay."

There is more variety of pause here, and a more skilful use of vowel sounds. The advance made on his models by Burns is clear in lines like these :—

"But here my muse her wing maun cour;
Sic flights are far beyond her power;
To sing how Nannie lap and flang
(A souple jade she was, and strang)
And how Tam stood, like ane bewitched,
And thought his very een enriched;
Even Satan glower'd, and fidg'd fu' fain,
And hotch'd and blew wi' might and main."

One of Henley's most preposterous statements is that English was a foreign language to Burns. If so, Burns wrote a foreign language with enviable facility, and it may be worth while to examine one of his English stanzas.

"Ayr gurgling kiss'd his pebbled shore,
O'erhung with wild woods, thick'ning green;
The fragrant birch and hawthorn hoar,
Twin'd am'rous round the raptur'd scene.
The flowers sprang wanton to be prest,
The birds sang love on ev'ry spray,
Till too, too soon, the glowing west
Proclaim'd the speed of winged day."

Burns had not read Pope's "Pastorals" and "Windsor Forest" for nothing; he uses it is true, a line of four beats instead of a line of five beats, but he reproduces Pope's artistry, his uniformity of pause, his extraordinarily skilful variation of vowels, and his dexterous alternation of check

and flow. The resemblance of matter is astonishingly close. The opening line of Burns is suggested by Pope's

> "And the hush'd waves glide softly to the shore,"

but as usual the chief effect of the suggestion is to stimulate Burns to independent effort, and in this case the result is quite admirable; the suggestion works by contrast rather than by similitude as when Tennyson's

> "Her eyes are homes of silent prayer,"

suggested to William Watson the line:—

> "Her lips are hives of summer bees."

The rest of Burns's verses are a not distant echo of the close of Pope's "Summer."

> Where'er you walk, cool airs shall fan the glade;
> Trees, where you sit, shall crowd into a shade;
> Where'er you tread, the blushing flowers shall rise,
> And all things flourish where you turn your eyes.
>
> . . . . . .
>
> Your praise the birds shall chant in ev'ry grove,
> And winds shall waft it to the pow'rs above.
>
> . . . . . .
>
> But soon the sun with milder rays descends
> To the cool ocean, where his journey ends."

If carried far enough this kind of comparison would yield many interesting results, whose outcome would be to confirm Minto's statement that Burns "was the greatest poetic artist of his century." How really great Burns is cannot be realised unless his work is compared with other compositions similar in content and aim. "How much more picturesque," says Taine of "The Jolly Beggars," "how much more picturesque, varied, and powerful than the 'Gueux' of Beranger." The jingle of the Frenchman's lines is drowned in the reckless swing of the "Jolly Beggars"—their gaiety and brightness are

lost in the magnificent riot and abandon of Poosie Nansie's kitchen. Or compare the archness of the song—

> "What can a young lassie, what shall a young lassie,
> What can a young lassie, do wi' an auld man?"

with the treatment by Beranger of the same relationship in his "La Cantharide ou Le Philtre," the whole body of Burns's love poetry with the songs that before his day were sung by country lads and lasses. Comparison ultimately assigns to Burns an unchallengeable position as the poet of love. And this is true even although one must accept Professor Angellier's criticism that love as seen by Burns lacks the ideality, the chastity, the loftiness, the effort to become more worthy of the well-beloved, the pure and purifying sentiment, the mutual encouragement to high endeavour, that mark the noblest lovers in literature. Yet as he also says, Burns restored to love the ardour and the mastery that literature after the Renaissance denied to it. Even the transports of Byron are chilled by his bitterness, his scepticism, his disdain. Burns is always an ingenuous and earnest lover. "He will remain," says this excellent critic, "pre-eminently the poet of love young, frank, fresh, sincere, happy or unhappy in itself, of the love that is only love, of the love of twenty years, of the love whose month is always May." Hence it is, as Professor Angellier points out, that to parallel Burns's naturalness in his love poems, we must go to the ancients. For instance, such lines as—

> "For you sae douse ye sneer at this,
> Ye're nought but senseless asses, O;
> The wisest man the warl' saw
> He dearly loved the lasses, O,"

and

> "We'll live a' our days,
> And them that come behin'
> Let them do the like,
> And spend the gear they win,"

echo the sentiment of Catullus in the familiar verses:—

"Vivamus, mea Lesbia, atque amemus,
Rumoresque senum severiorum
Omnes unius aestimemus assis.
Soles occidere et redire possunt:
Nobis cum semel occidit brevis lux,
Nox est perpetua una dormienda."

It is noteworthy that in another poem Burns comes closer to an actual translation of Catullus's fourth line,

"Sun and moon but set to rise
Round and round the seasons go."

But as Professor Angellier fully demonstrates Burns's picture of human life does not represent only its careless and picturesque side; it includes the woes and weaknesses and the questionings that oppress mankind; nor does it shrink from the approach of the shadows of death,

"When ance life's day draws near the gloaming."

But into Professor Angellier's treatment of this theme we cannot enter now, nor into his treatment of Burns's feeling for Nature, wholly admirable as it is. Here as elsewhere in his valuable and delightful monograph, Professor Angellier has fully understood because he has fully sympathised.

A. M. WILLIAMS.

International Science.[1]

BY

ARTHUR SCHUSTER, F.R.S..

Langworthy Professor of Physics in the University of Manchester.

THE pursuit of science has always joined in sympathy men of different nationalities, and even before the days of rapid letter post and quick travelling, intercourse, especially by correspondence, exercised a considerable influence on scientific activity. Such intercourse was, however, of a personal and purely stimulating character, and only quite exceptionally was there any direct attempt to organise investigations which required a combination of workers in different localities. Within the last century, however, many problems became urgent which could not be solved without some international agreement, and special organisations came into life which have rendered a service the importance of which cannot be exaggerated.

At present we are confronted with a new difficulty. International combination has become so necessary, and organisations have in consequence increased to such an extent, that they begin to overlap, and there has been some danger of mutual interference. Fear has also been expressed that any attempt to advance knowledge by an organized combination of workers might discourage private efforts, and therefore do mischief rather than good. It must be acknowledged that this danger exists. The proper function of combination must be clearly separated from that of private enterprise, and some general regulating

1. A Lecture delivered before the Royal Institution on May 18, 1906.

control is therefore called for. The time seems ripe for a general review of the situation.

We may distinguish between three types of international organizations. The first aims simply at collecting information, the second is intended to fix fundamental units or to initiate agreements on matters in which uniformity is desirable, while in the third type of organisation a more direct advance of knowledge is aimed at, and research is carried out according to a combined scheme. Generally an international association does not entirely fall within any single one of these divisions, but it is useful to draw the distinction and classify the associations according to the main object which they are intended to serve.

The best example of an organization formed for the purpose of collecting information is furnished by the great undertaking initiated by our Royal Society and having for its object the systematic cataloguing of the scientific literature of the world both according to the subjects and authors. Twenty-nine countries (counting the four Australian colonies separately) are actively participating in this work by furnishing slips containing the entries which form the basis of the catalogue. A still larger number of countries assist by subscribing to the annual volumes.

The subjects included in the catalogue are classified according to seventeen branches of science, as follows:—

a. Mathematics; *b*, Mechanics; *c*, Physics; *d*, Chemistry; *e*, Astronomy; *f*, Meteorology; *g*, Mineralogy; *h*, Geology; *j*, Geography; *k*, Palaentology; *l*, Biology; *m*, Botany; *n*, Zoology; *o*, Anatomy; *p*, Anthropology; *q*, Physiology; *r*, Bacteriology.

Subscribers may either obtain complete sets or any of the separate volumes. The relative popularity of the different subjects is illustrated by the following table which gives in the different columns for each science the volumes approximately required by each country. The

figures are, of course, subject to variations from year to year. The first column shows the number of complete sets subscribed for in addition to the separate volumes; these presumably find their way into university or public libraries.

	Sets	A	B	C	D	E	F	G	H	J	K	L	M	N	O	P	Q	R
Russia ...	14	2	2	11	6	18	15	19	20	20	13	8	38	30	5	14	8	8
France ...	27	4	5	11	17	4	3	10	7	5	6	15	13	12	7	3	18	16
Switzerland	7																	
Canada ...	7																	
Holland ...	5	1	2	1	3	1	2	1	2	3	1	4	3	3	1	1	2	3
Greece ...	2																	
Hungary ...	4																	
Norway ...	3			1	1		1						2	4	1	1	2	
India ...	29	5	4	7	5	2	5	2	3	4	2	5	14	5	2		4	6
United States ...	62	11	14	17	14	10	11	8	12	10	7	9	12	10	3	3	7	9
Great Britain...	29	5	7	18	17	6	8	8	8	5	4	6	6	5	6	6	7	13
Austria ...	4	1	2	4	2	1	4	3	5	6	2	4	4	5	1	3		1
Cape of Good Hope	6				2			2	2		2		1					
Denmark...	6																	
Egypt ...	1																	
Finland ...	1	1	2	2	2	1	1	2	3	1	1	1	2	2	1	1	2	1
Germany...	44	6	8	14	18	2	5	3	4	5	1	13	9	8	5	2	18	7
Italy ...	27																	
Japan ...	15																	
Mexico ...	5																	
New South Wales ...	2																	
Nova Scotia ...	1																	
Orange River...	1																	
Poland ...	1																	
Portugal ...	I																	
Queensland	2																	
South Australia	2																	
Sweden ...	5																	
Victoria ...	1																	
Western Australia	1																	
Total ...	315	38	46	86	86	45	55	58	66	59	39	65	103	90	32	34	66	64
	Sets	A	B	C	D	E	F	G	H	J	K	L	M	N	O	P	Q	R

The popularity of the special botanical catalogue is remarkable.

We may obtain a rough idea of the scientific activity of different countries by comparing the number of slips

received from them during a certain interval. The numbers given in the report published by the International Convention held in London last summer and referring to all slips received, are shown in the following table.

	Slips received.	Number of Journals.	Average Number of slips per journal.
Austria	13,186	535	25
Belgium	2,272	174	13
Canada	537	45	12
Denmark	2,584	40	64
Finland...	1,828	33	55
France	60,401	930	65
Germany	213,545	1,397	153
Holland	9,861	70	141
Hungary	2,605	35	75
India and Ceylon ...	2,699	31	87
Italy	21,238	300	71
Japan	3,043	42	72
New South Wales ...	2,049	8	256
New Zealand	440	1	440
Norway	2,017	36	56
Poland	5,820	65	90
Russia	25,741	457	56
South Africa	1,872	15	125
South Australia ...	159	6	56
Sweden	1,639	63	31
Switzerland	5,140	126	41
United Kingdom ...	56,382	488	116
United States of America	66,071	588	112
Victoria (Australia) ...	2,858	23	124
Total	504,297	5,508	90

The total number up to March, 1906, has increased to 700,000.

The catalogue begins with the year 1901, but some countries send in their slips rather earlier than others, so that the time interval covered by the investigations to which the table refers is not quite the same for all. Nevertheless, the numbers shown in the table possess a certain interest. I have given in the last two columns

the number of journals which different countries take into account, and the ratio of the number of slips to the number of publications. Here again it is difficult to estimate accurately how much value is to be attached to the figures, as there is no uniformity of selection as to what should, and what should not be included in the catalogue. Journals which may only very seldom contain any paper which is to be included, may unduly diminish the numbers in the last column, which are also affected by the interpretation given as to what is purely technical, and therefore to be excluded. Nevertheless, the comparison between the United Kingdom and France gives the somewhat striking result that while France is slightly ahead in the number of separate entries it contributes to the catalogue, it takes account of nearly double the number of journals, and the ratio showing the number of entries per journal is therefore very small. In the case of Belgium and Canada, we find also a large number of publications as compared with the slips received. Regard must, however, be had to the fact that in the subject catalogue the same paper may furnish several entries. Especially is this the case in biological subjects where several species may be described, for each of which a separate slip must be written out. Hence, in any country active chiefly in the discovery of new species the ratio given in the last column of the table would be abnormally large. This is probably the explanation of the figures given for New Zealand. In the opinion of the Director of the Central Bureau, the standards adopted by different countries are drawing nearer together as the work proceeds, and before long we may therefore expect to obtain valuable statistical information on the scientific activity in different countries. But this is only an incidental result of the undertaking. It may reasonably be argued that the scientific investigator ought not, before he begins a research, to trouble too much about what

may have been done by others in the same direction, but there is no doubt that before publication he should have made himself acquainted with the literature of his subject. A well arranged catalogue then becomes a necessity, though its value as a means of helping students differs considerably in different subjects.

The governing body of the catalogue is an international council composed of one representative from each of the countries taking part in the scheme. This council has appointed an executive committee, of which Professor Armstrong is the chairman.

The Central Bureau for the publication of the Catalogue is in London under the direction of Dr. Henry Forster Morley, who has a staff of thirteen workers under him. There are in addition nineteen experts or referees representing the different sciences. The annual office expenses, including salaries, amount to about £2,200; while the expenditure on printing, binding and publication in the year ending March 1st, 1905, amounted to nearly £4,900. The two items are just covered by the guarantees of the different countries which, as already mentioned, take the form of subscriptions for copies of the catalogue, so that it may be said that the Central Office is self-supporting. After so short a time of working, this success must be a source of considerable satisfaction to Professor Armstrong and those who have helped to initiate the work. But the expenses incurred in London only represent a fraction of the total cost of the work. Most of the countries establish regional bureaux which prepare the slips and forward them to London. This really constitutes the most serious part of the work. In Germany, for instance, the regional bureau is under the direction of Professor Uhlworm, one of the university librarians, who is helped by six assistants and devotes his whole time to the work.

I pass on to an undertaking of a very different kind, but still one which must be included in the class which

primarily aims at cataloguing. The accurate determination of the positions of the stars for a particular period is a work which must precede all exact investigations of their proper motions. Hence it constitutes a fundamental problem of Astronomy. The multitude of stars seen on a bright night is bewildering to the casual observer. They are described in poetical writings as innumerable, but when an actual count is made, it is found that their number is really moderate, and it is doubtful if more than two thousand stars have ever been visible to the naked eye at the same time. The use of the telescope considerably increases this number, according to the size of the object glass or reflecting mirror used. Thus, Argelander in his great star catalogue included nearly 324,200 stars which he observed through his telescope of four inches aperture. The advent of photography, and the manufacture of suitable lenses to be used in connexion with photography, increased the astronomical output of a fine night to such an extent that it became possible to make a further and very substantial advance. The International Star Catalogue which is at present being constructed, owes its origin chiefly to the hard work of Admiral Mouchez, who was at the time Director of the Paris Observatory, and who became converted to the feasibility of the plan by the excellent results obtained by the brothers Henry, the pioneers in star photography. He was assisted by the energetic support of Sir David Gill, to whom the first suggestion was due. The programme of work was determined upon at an International Conference which met at Paris in the year 1887. Eighteen observatories were to take part in the work, the telescopes to be used were to have an aperture of thirteen inches, and such a focal length that a millimetre on the plate corresponded to one minute of arc. Each observatory had a certain region of the sky assigned to it, and undertook to cover this region four times, twice with plates of short exposure, twice with plates of long exposure,

and to measure all the stars appearing on the short exposure photographs. The long exposures were intended for reproduction in the form of charts, and are only taken by some of the observatories. As there are about 400 stars on each plate and it takes about 600 plates to cover the share of one observatory once, this means that each observatory has to measure nearly half a million star places, and that the complete catalogue will give the positions of nearly four and a half million stars. This includes all stars down to the 11th magnitude.

The following is a list of observatories taking part in the work:—

For the Northern Hemisphere:—Greenwich, Oxford, Paris, Bordeaux, Toulouse, Potsdam, Helsingfors, Rome, Catania, Algiers.

For the Southern Hemisphere:—San Fernando, Tacubaya, Santiago de Chile, Cordoba, Cape of Good Hope, Perth (W. Australia), Sydney, Melbourne.

The work connected with the ultimate completion of the catalogue and especially the reproduction of the star maps requires a considerable expenditure. Each country has to make its own arrangements, which in the British Empire usually means that each body concerned has to pay its own expenses. There was, however, in this case, some official help. The Astronomer Royal obtained a contribution of £5,000 from the Government for the reproduction of charts, and in the case of the Cape of Good Hope the necessary expenses have been met from Imperial Funds. Professsor Turner, of Oxford, has obtained a grant of £1,000 from the Government grant of the Royal Society, and a further sum of £2,000 for publication from the Treasury and the University of Oxford jointly; but the Australian colonies are much hampered by the want of funds, and their work will be delayed in consequence. The four French observatories on the other hand are well supported. Each of them has received a Government contribution of £25,700, making

a total of well over £100,000. More than half this goes towards the reproductions of the long exposure photographs as a series of charts, which, however, have proved to be so costly that they will probably never be completed. Indeed, if completed, their utility may to some extent be impaired by the difficulty of storing them in an accessible manner. Professor Turner calculates that the series of maps will form a pile of papers 30 feet high, weighing about two tons.

I now pass on to a few examples of undertakings which are intended to fix standards of measurement, or to establish a general agreement on matters in which uniformity is desirable. The foremost place in this division must be given to the Bureau International des Poids et Mesures, established in the year 1873, at Sèvres, near Paris. This bureau was the outcome of an international commission constituted in 1869, which had for its object the scientific construction of a series of international metric standards. By a convention, entered into by the different countries at a diplomatic conference held at Paris in March and April, 1875, means were created for carrying out the work of verifying standards under a new International Metric Committee, and for the purpose of enabling the Committee to execute their duties effectually, as well as of securing the future custody and preservation of new metric prototypes and instruments, the Permanent Metric Bureau was founded. The original cost of the Bureau was £20,000, and the annual budget was fixed at £3,000 for the period during which the prototypes were being prepared, after which time it was expected that the expenditure could be reduced to £2,000. In 1901, however, it reached £4,000, the maximum to which by the terms of the convention the annual budget could be raised. Great Britain did not join the convention until 1884, when it declared its adhesion. A first payment of £1,787 was made as entrance fee, and the annual contribution now ranges between £200 and £300. Major

MacMahon, to whom I owe the above details, is at present the British representative on the International Committee.

The work carried out at Sèvres is not confined to the reproduction of metric standards, but measurements of precision in various directions have been made with conspicuous success. Scientific thermometry owes much to the International Bureau, and in some respects it may be said that exact thermometry was created there. Professor Michelson's work in which the length of the metre was compared directly with the length of a wave of red light, is another classical investigation carried on in the laboratories of the International Bureau. More recently Mr. Guillaume examined the physical properties of alloys, notably those of nickel steel, and proved the possibility of manufacturing a material which shows no sensible expansion with rise of temperature. The importance of metallic rods the length of which does not depend on temperature is obvious, provided they prove to be of sufficient permanence.

It would lead me too far if I were to give an account of the Conference and Conventions which have led to a general agreement on the standards of electric measurements, but it is a satisfaction to know that these standards are essentially those proposed and first constructed by the British Association. The old British Association ohm no doubt was found to be wrong by more than one per cent, but it has remained the prototype of the present international unit, and in principle the old ohm, volt, and unit of current stand as they were given to us by the original Committee.[1]

While in the case of scientific units complete agreement is absolutely essential, uniformity is desirable

1 The original committee was appointed in 1861, and consisted of:—Professors A. Williamson, C. Wheatstone, W. Thomson (Lord Kelvin), W. H. Miller, Dr. A. Matthiessen, and Mr. F. Jenkins. In the following year, Messrs. C. Varley, Balfour Stewart, C. W. (Sir Charles) Siemens, Prof. Clerk Maxwell, Dr. Joule, Dr. Esselbach, and Sir Charles Bright, were added to the Committee.

in other cases. There are matters of nomenclature in which confusion has arisen purely from want of general agreement. Thus the recent great improvement in the optical power of telescopes has led to the discovery of many details on the surface of the moon. Small craters or other distinctive features named by one observer were not correctly identified by another, so that at the present time the same name is applied to quite different things by different observers. It is quite clear that an international agreement in lunar nomenclature is called for.

There are other deficiencies of uniformity which perhaps appear trivial but which yet lead to the waste of a good deal of time. Such, for instance, is the position of the index in scientific books. The index is placed sometimes at the beginning, sometimes at the end, and sometimes neither at the beginning nor the end. Some books have no index, some have two—one for the subject matter and one for names of authors. The loss of time which arises from one's ignorance as to where to look for the index cannot be estimated simply by what is spent on the search, but must include the time necessary to regain the placidity of thought which is essential to scientific work.

We must now turn to the more serious aspect of those international associations which aim directly at an advance of knowledge. Mathematicians have drawn interesting conclusions from the contemplation of ideal beings who are confined to live on the surface and have no knowledge of anything that goes on outside the surface. Our Euclidean geometry would be unknown to them, and spiritualistic tricks could be performed by anyone possessing even to a minute extent the power of controlling a third dimension. It is, I think, worth while investigating the extent of the direct knowledge of a third dimension, which makes us so infiniteiy superior to the two-dimensional beings. We are able no doubt,

through our eyes, to penetrate the depths of space, but we should be unable to interpret the impressions of our sight if we had not some tangible knowledge of three dimensions, and had not learned to bring the sense of sight and the sense of touch into harmony. But our sense of touch is confined to a very small distance from the ground on which we stand, and, independently of artificial means of raising ourselves above the surface of the earth, a layer six or seven feet thick represents the extent of our three-dimensional knowledge. Compared with the radius of the earth, the thickness of such a layer is small enough, for it would represent only the thickness of a sheet of paper on a sphere having a radius of 250 metres; compared with the solar system, and even more so with stellar distance, a thickness of eight feet seems infinitesimal. Yet the infinitesimal is essentially different from the zero, and even were our bodies much smaller than they are, we should continue to have the power to interpret three dimensions. These considerations show how important it is for us to increase our knowledge of the earth itself, and to extend it as far as possible to the depth below our feet and the height above our heads.

In passing from the arbitrary units to which we refer our terrestrial measurements of length, to the scale on which we measure the dimensions of the solar system, and from them to stellar distances, the magnitude of the earth's radius or circumference forms an all important immediate quantity. One of the first acts of the French Academy of Sciences, founded in 1666, consisted in organising the work of accurately measuring the dimensions of the earth, and this at once enabled Newton to confirm his celebrated theory of universal gravitation. As improvements in the methods of measuring kept pace with the work actually accomplished, our knowledge steadily increased, but we are still improving on it. New problems have arisen requiring more minute study, and the measurements of the shape and size of the earth still

remain a question of the first importance. The actual surveys and triangulation required for the purpose are of necessity left to the initiative of individual states or to the combination of the states primarily concerned, but the general discussion of results, as far as they apply to the earth as a whole, is entrusted to an International Geodetic Association, which at present consists of twenty-one states. These, together with their annual contributions to the general fund, are entered in the following table :—

	£		£
Belgium	80	Austria	300
Denmark	40	Portugal	80
Germany	300	Roumania	80
France	300	Russia	300
Greece	40	Sweden	40
Great Britain	800	Switzerland	40
Italy	300	Servia	40
Japan	300	Spain	150
Mexico	150	Hungary	150
The Colonies of the Netherlands	40	United States of America	300
Norway	40		

The Central Bureau of this Association is attached to the Royal Geodetic Institute of Potsdam, which is under the distinguished direction of Professor Helmert, who acts as secretary to the Association.

The question of measuring the size of the earth depends to a great extent on the measurement of arcs of meridian. As long as we were confined to Europe for the measurements of these arcs they remained necessarily short, but larger portions of our globe have become accessible to the theodolite, and there is especially one arc which is distinguished by the fact that it is the longest possible which can be traced along the land covering the earth's surface. It runs about 30° east of Greenwich, and a large portion of it passes through Africa. Owing to the great energy and enterprise of Sir David Gill, the work of measuring this arc is well in hand, though at the present moment, want of funds threatens

to endanger its completion. The Egyptian survey entrusted to Captain Lyons will no doubt receive continued support, and by an arrangement entered into between representatives of the German Government and Sir David Gill at a Conference held in Berlin, in 1896, Germany undertook to carry out the triangulation through her territory in South West Africa. I understand this work has been done and the triangulation of the Transvaal and the Orange River Colony is also complete. There is still a gap in the southern part of Rhodesia, but there is every hope that this will soon be bridged over. The British South African Company have spent £36,000 on the work and thus have very materially assisted an important enterprise. When the African arc is complete it will be connected with the Russian and Roumanian arcs so as to form a continuous chain of 105° extending from 70° north to 35° south latitude. I have to point out, however, that in the opinion of those best able to judge, the completion of the South African arc is not the only undertaking to which this country is called upon to pay attention. The triangulation of our own island, excellent as it was when first made, has fallen below the accuracy required in modern geodetic work. Until our fundamental triangulation has been repeated the sums which at present are being spent on the detailed survey might find a better use.

The main result of the work has been that so far as present measurements allow us to judge, the surface of the ocean can be well represented by a surface of revolution, and it is not necessary to assume a more complicated shape. The mean radius of the earth is determined to about 100 metres, which means a possibility of doubt amounting to about one part in 60,000.

Geodetic work is, however, not confined to measurements of length, for important information may be derived from an exact knowledge of the acceleration of

gravity over its surface. The introduction of the pendulum of short length intended for relative and not for absolute measurement has greatly facilitated this work, and it is hoped that these pendulum observations may be carried out over still more extended regions. India is setting a good example. It has measured two arcs of meridian, and the gravitational work carried out by Captain Burrard, and recently published by the Royal Society, is of primary importance. But, otherwise, English Colonies require encouragement to do more. I am assured that measure ments of the gravitational constant in Canada would be of the greatest importance.

The bearing of such work on our knowledge of the earth may perhaps be illustrated by one example. It has often been a matter of wonder how mountain chains such as the Himalayas could rest on the lower strata of the earth without crushing them and forcing them in by the pure power of their weight, and the most plausible theory to account for this was found in the idea first suggested by Pratt that the mountain chains must not be compared with a large weight resting on an understructure, but rather with a lighter body partially immersed in a heavier one. Mountains, according to this theory, float in the body of the earth very much like icebergs float in water. The truth of this theory can only be tested by accurate measurement of the gravitational force from which information may be derived on the distribution of density in the earth's strata near the surface. On the whole, the measurements so far available have confirmed Pratt's hypothesis.

More recently, another problem has occupied the attention of the International Geodetic Association, and owing to its immediate interest, has absorbed the greater portion of its funds. The astronomical world was surprised by the announcement of Professor Chandler that he was able to demonstrate from existing observations that the earth's pole describes a closed curve taking about four-

teen months to complete a revolution. The possibility of a periodic shift of the earth's axis was foreseen by Euler, who calculated the time of revolution to be ten months, but observations did not show a sensible period of that duration. No one apparently before Chandler tried to see whether another period beyond a small annual one existed. The discrepancy between the calculated ten and the observed fourteen months was cleared up by Professor Newcomb, who pointed out that Euler's calculation was based on the supposition that the earth is an absolutely rigid body. Any yielding would increase the length of the period, in fact the earth must be more rigid than steel in order that the period should be as short as fourteen months. This shows how indirect information on the physical properties of the earth may be obtained sometimes in an unexpected manner, the periodic revolution of the pole leading to an estimate of the average rigidity of the interior of the earth. The total displacement of the pole of the earth from its average position is small, never amounting to more than eight metres. The accuracy with which that displacement can be measured is a testimony to the excellence of our astronomical observations. It is a type of work in which co-operation is absolutely necessary. The subject has received additional interest through the suggestion made by Prof. Milne, in his recent Bakerian lecture, that seismic disturbances may be caused by the changes in the position of the earth's axis. Considering that the distortions in the earth are sufficient to increase the periodic revolution of the pole from ten to fourteen months, this suggestion is well worth investigation, and the £300 per annum spent by this country in support of the work of the Geodetic Association will be well employed if it allows the vagaries of our pole to be more closely studied and all the dimensional quantities of the surface of the earth to become more accurately known.

The contributions received by the Central Bureau of

this Association from the participating states amount to about £3,000, and there is a balance which at the end of 1904 amounted to over £5,000. The expenditure during 1905 was nearly £5,000, reducing the balance by £2,000. The principal items of the expenditure were formed by contributions towards the maintenance of six stations in the Northern and two stations in the Southern Hemisphere for carrying out the observations relating to the changes of the position of the earth's axis. The whole cost of this service is about £4,450. The honorarium of the Secretary is £250, which, together with the cost of printing, postage, and a small item for grants toward special scientific work, makes up the expenditure. No charges are made for office expenses, which are defrayed by the Prussian Government.

The geodetic work indirectly gives us valuable, though only partial, information on the interior of the earth, but it confines itself in the main to the surface of the globe; the investigation of the atmosphere carries us beyond.

In an address delivered to the British Association at its Belfast meeting, in 1902, I expressed the opinion that meteorology might be advanced more rapidly if all routine observations were stopped for a period of five years, the energy of observers being concentrated on the discussion of the results already obtained. I am glad to say that meteorologists have taken this remark as being meant seriously, and its echoes still reach me from distant parts of the earth. They disagree with me, but their disagreement is of the apologetic kind. I do not wish to retract or to weaken my previous statement, but merely now qualify it to the extent that it is only to be applied to two dimensional meteorology. There is a three dimensional meteorology as far removed from the one that confines itself to the surface of the earth as three dimensional space is from a flat area. Three dimensional meteorology is a new science, which at present requires the establishment of new facts before their discussion can properly begin.

The extension of our range of observations by kites and balloons is of comparatively recent origin. Mr. Archibald in this country, was one of the pioneers of meteorological investigation by means of instruments attached to kites. In the United States, Mr. Rotch having established a separate observatory, succeeded in convincing scientific men of the great value of the results which could be obtained. Mr. L. Teisserenc de Bort, who established and maintained an observatory for dynamic meteorology at Trappes, near Paris, rendered similar services with regard to "pilot" or manned balloons carrying autographical instruments. The aeronautical department of the Royal Prussian Meteorological Institute, with Dr. Assmann at its head, under the direction of Professor von Bezold, also made a number of important contributions in the early stages of the work. Professor Hergesell, of Strassburg, similarly made numerous experiments, and chiefly through the efforts of those whose names have been mentioned, and more especially Professor Hergesell, an international agreement has been secured by means of which kite and balloon ascents are made in several countries on the first Thursday in each month, and on three consecutive days during two months of the year. A large station for æronautical work was recently established at Lindenberg, near Berlin, where kites or balloons are sent up daily for the purpose of securing meteorological records. The greatest height yet reached was during the ascent of the 25th of November, 1905, when by means of several kites sent one after another on the same wire, the upper one rose to an altitude of 6,430 metres, almost exactly four miles. Owing to want of funds this country could, until recently, only participate in this work through the individual efforts of Mr. Dines, who received, however, some assistance from the British Association and the Royal Meteorological Society.

The reconstruction of the Meteorological Office has made it possible now for Mr. Dines's work to be continued

as part of the regular work of the office, and further stations are being established. Mr. Cave carries out regular ascents at his own expense at Ditcham Park, and through the co-operation of the Royal Meteorological Society and the University of Manchester, assisted by a contribution for apparatus from the Royal Society Government Grant Fund, a regular kite station is being established on the Derbyshire moors.

The International Committee which collates the observations is a commission appointed by a union voluntarily formed between the Directors of Meteorological Observatories and Institutes of countries in which regular observations are taken. The meeting of Directors discusses schemes of observations, and encourages uniformity.

If I mention of a few of the difficulties which stand in the way of a homogeneous system extending over Europe, I do it in the hope that it may perhaps ultimately assist in removing some of them. It is obviously desirable that the charts, which are intended to show the distribution of pressure and temperature should be derived from observations made at the same hour. Germany observes at eight o'clock of Central European time, and France observes simultaneously (or nearly so) by choosing seven o'clock Paris time for its readings. We observe at eight o'clock Greenwich time, which is an hour later. It is the great desire of continental meteorologists that our standard hour should be seven o'clock, and what prevents it from being so? Chiefly and absolutely the additional cost which the Post Office must claim for the transmission of telegrams; because messages transmitted before eight o'clock are subject to an additional charge of one shilling which may be claimed by the postmaster, the claim being possibly increased to two shillings when the postmaster and telegraphist are different persons. This is prohibitive, but it does not exhaust the inconvenience of the additional

charge. For the purpose of weather forecasting it is clearly necessary that telegrams should be received as early as possible by the Meteorological Office. But the eight o'clock rule delays telegrams from some Irish stations, because eight o'clock by Dublin time is 8-25 by Greenwich time, and therefore Irish telegrams may have to wait until nearly half-past eight if they are to be transmitted without extra charge.

While the international organization of meteorology is well on its way, though difficulties such as those I have mentioned may temporarily retard it, another question not altogether disconnected with it has been raised by Sir John Eliot. This is the establishment of an institution devoted to the collective study of meteorological problems affecting all parts of the British Dominions. It is true, not only in this but also in other matters, that in order to take our proper position in international work it is necessary that we should set our own house in order, and we must give Sir John Eliot's proposals our hearty support. If I do not enter further into this question it is because I am now dealing more especially with problems which go beyond the limits of the Empire. I assume the existence of a national organization, but lay stress on the insufficiency of this limitation.

The importance of the subject, however, may be my justification if I direct attention for a moment to the meteorological question as it presents itself in India. We all know and realise the vital importance of the rainy season, and the benefit which the native population would derive if it were possible to predict, even if only imperfectly, the setting in of the monsoon. It appears that Dr. Walker, the present Director of Observatories in India, recently obtained very encouraging results in this respect. According to his investigations, a forecast of the monsoon may be derived from a knowledge of the weather during preceding months in different parts of the world. Thus a heavy rainfall in Zanzibar in May is

followed by a weak monsoon, while a pressure deficiency in Siberia during the month of March indicates a probable deficiency of rain in India during the following August. I need not insist on the importance of these results, which at present are purely empirical and require further confirmation, but it is quite clear that for the successful prosecution of these enquiries political boundaries must be disregarded, and a system of intercommunication organized between the countries chiefly concerned. Dr. Walker informs me that he has successfully arranged for telegraphic reports to be sent to him at the beginning of June from six different stations in Siberia. It is hoped that this co-operation, which was unavoidably discontinued during the late war, may now be re-established.

The course of international organizations does not always run smoothly. The efforts made toward co-operation in earthquake records have unfortunately led to differences of opinion, which have hitherto prevented a truly international system being formed; and if I give a short historical account of the circumstances which have led up to these differences, it is only in the hope that this may help to remove them. The scientific investigation of earthquakes may be said to have begun when British professors of physics, engineering, and geology, were appointed at the Imperial College of Engineering in Tokio. Some of them on returning home succeeded in interesting the British Association in the subject. Ever since 1880 that Association has been an active supporter of seismic investigations. The much disturbed region of the Japanese island was naturally the first to be studied, but, in 1895, Professor Milne, as one of the secretaries of the Committee, issued a circular calling attention to the desirability of observing waves which have travelled great distances, and some months later, Dr. E. v. Rebeur-Paschwitz, of Strassburg, drew up suggestions for the establishment of an inter-

national system of earthquake stations. To this scheme Professor Milne and other members of the British Association Committee gave their approval. The co-operation which thus seemed so happily inaugurated was broken by the unfortunate death of its originator. Circumstances then arose which compelled the British Association Committee to go its own way. Under its direction a system was established which now includes about forty stations distributed all over the world. But the needs of different countries are not, and were not meant to be satisfied by this organisation.

There is always a certain number of earthquakes having purely local importance and requiring discussion from a purely local point of view. For the purpose of such discussion relating to the disturbances which chiefly affect Central Europe, the Union (so-called Kartell) of the Academies of Vienna, Munich, Leipzig, and Göttingen formed a committee and did excellent work. In the meantime Professor Gerland, who had succeeded Dr. Rebeur-Paschwitz, at Strassburg, had personally invited a number of friends interested in the subject to a conference at Strassburg with the object of forming an international association. This was followed in 1903 by a formal conference called by the German Government, at which Great Britain was represented by Sir George Darwin and Professor Milne. This conference drew up a scheme for an international association, and a large number of countries, including Russia and Japan, joined. Strassburg was selected as the seat of the Central Bureau. The matter came up for discussion at the meeting of the International Association of Academics, which was held in London in 1904, and a committee was appointed for the purpose of suggesting such modifications in the constitution of the seismic organisation as might bring it into harmony with the views of the Associated Academies. This committee, over which I had the honour to preside, met at Frankfort, and recommended a number of important changes which

were unanimously accepted by the second seismic conference held last summer in Berlin. In consequence of this acceptance, it appears that Italy and the United States joined the seismic association, while England declared its willingness to join under certain conditions, of which the simultaneous adhesion of France was one. The following summary of the States which have joined and their population, is copied from the official report of the last meeting at Berlin :—

Country.	Population.	Contribution.
German Empire	60,000,000	...£160
Belgium	7,000,000	... 40
Bulgaria	3,700,000	... 20
Chili	3,000,000	... 20
Congo State	19,000,000	... 80
Spain	19,000,000	... 80
United States of America ...	76,000,000	... 160
Greece	2,500,000	... 20
Hungary	19,250,000	... 80
Japan	48,000,000	... 160
Italy	33,000,000	... 160
Mexico	13,600,000	... 80
Norway	2,300,000	... 20
The Colonies of the Netherlands	5,500,000	... 40
Portugal	5,400,000	... 40
Roumania	6,300,000	... 40
Russia	129,000,000	... 160
Switzerland	3,300,000	... 20

It was decided at the Berlin meeting that Professor Kövesligethy, of Budapest, should be Secretary, and Professor Palazzo, of Rome, the Vice-President of the International Seismic Association. Prof. Gerland had already previously been designated as Director of the Central Bureau. The office of President of the Association was left vacant until the final decision of Great Britain as to its adhesion had been settled. There the matter stands for the present.

The disastrous results of recent earthquakes and volcanic eruptions have directed increased attention to the subject. Its thorough investigation is indeed likely to

yield important information on the interior constitution of the earth. A hearty co-operation to obtain and circulate the material for a detailed discussion cannot fail to bear fruit, and even though there may be legitimate grounds for dissatisfaction at the manner in which a particular scheme has been organized, I must express my own opinion that at the present moment the permanent interests of this country would be best secured by our joining the association, and helping to direct its work in a manner which would assist rather than hamper the present organization of the British Association.

I do not like to conclude without mentioning a newly established organization, which has its central bureau in my own laboratory at the University of Manchester. This is a union for the observation of solar phenomena. Called into being chiefly by the energy of Professor Hale, this association is perhaps unique in two respects. It aims more directly at conducting research work than is the case with other unions, and in so far may run the danger of hampering private efforts. This danger has, I believe, been well guarded against by the constitution adopted at the first meeting of the Conference, held last September at Oxford. The second peculiarity referred to is that it works a central bureau, a computing bureau (under the direction of Prof. Turner) and is going to publish Transactions without any funds beyond those doled out to it by charity. Its vitality will, I hope, help it to overcome its initial troubles. Its ambitious programme includes a definite agreement on the standard of wave-length and investigations on the permanence or variability of solar radiation.

This latter question is of considerable interest to meteorologists, and comes therefore within the purview of the Directors of Meteorological Observatories, who have also, under the presidency of Sir Norman Lockyer, established a commission charged with its discussion. An arrangement has been made securing co-operation between the two bodies, the Solar Union leaving out of

its programme the difficult question of the relationship between sunspot variability and meteorological phenomena.

Although an unnecessary overlapping of two separate enterprises has in this instance been avoided, such overlapping constitutes a certain danger for the future, as the problems of geo-physics—for the investigation of which international associations are specially marked out—are so intimately connected with each other, that a homogeneous treatment would seem to require a central body supervising to some extent the separate associations. Such a central body may be found in the International Association of Academies, which promises to play so important a part in scientific history that a short account of its early history may be of interest. The Kartell of some of the German Academies and that of Vienna has already been referred to. In discussing the utility of its deliberations Professor Felix Klein, of Göttingen, first mentioned to me the idea, that an association of a similar nature would be likely to prove of still greater value, if formed between the scientific and literary academies all over the world. In consequence of this conversation I tried to interest the Royal Society in the subject; and in order to obtain further information Professor Armstrong and myself attended privately, though with the knowledge and consent of the Council of the Royal Society, the meeting of the Kartell which was held at Leipzig in the year 1897. In the following year the two secretaries of the Royal Society, Sir Michael Foster and Sir Arthur Rücker, together with Professor Armstrong and myself, attended the Kartell which then met at Göttingen. The secretaries were impressed by the great possibilities of the scheme, and the Council then took the initiative and approached the Academies of Paris and St. Petersburg, which both returned favourable answers.

In consequence of the correspondence between these

learned societies, the Royal Academy of Berlin in conjunction with the Royal Society of London, issued invitations for a general conference to be held at Wiesbaden on the 9th and 10th of October, in the year 1899.

The following were represented at this meeting, at which the statutes of the new association were agreed upon :—

The Royal Prussian Academy of Sciences of Berlin.
The Royal Academy of Sciences of Göttingen.
The Royal Saxon Academy of Sciences of Leipzig.
The Royal Society of London.
The Royal Bavarian Academy of Science of Munich.
The Academy of Sciences of Paris.
The Imperial Academy of Science of St. Petersburg.
The National Academy of Science of Washington.
The Imperial Academy of Sciences of Vienna.

The unanimity of the meeting may be judged from the fact, that a working constitution, which subsequent experience proved to be eminently effective, was finally arrived at on the second day. Many distinguished men took part in the discussions, amongst them Professor Simon Newcomb and the late Professor Virchow may be specially mentioned.

Although the Berlin Academy had never joined the German Kartell, the first idea of a wider association seems to be due to a distinguished member of that body, the historian Mommsen, who though of advanced age, was able to be present at the first regular meeting of the Association, which was held at Paris on April 16-20, 1901. In addition to the societies which took part in its foundation, the following form part of the Association and were represented at Paris:—

The Royal Academy of Sciences of Amsterdam.
The Royal Belgium Academy of Sciences, Arts and Letters.

The Hungarian Academy of Sciences.

The Academy of Sciences of Christiania.

The Academy of Sciences of Copenhagen.

The Academy "des Inscriptions et Belles Lettres" of the Institut de France.

The Academy of "Sciences, morales et politiques" of the Institut de France.

The Royal Society "dei Lincei" of Rome.

The Royal Swedish Academy of Sciences.

This meeting is not likely to pass out of the memory of those who took part in it. Its importance was enhanced by the social functions which were held in connexion with it, and which included a luncheon given by President Loubet, at the Elysee, a banquet given by the Conseil Municipal, and a special performance at the Theatre Français. The subsequent triennial meeting of the Academy which was held in London in 1904, passed off not less brilliantly. The representatives of the learned societies were received by their Majesties at Windsor, and the Lord Mayor invited them to dinner at the Mansion House. Social engagements, though welcome as marking the importance of the occasion, are not allowed to interfere with the very substantial work which is being done at these meetings. The list of subjects which were included in the discussion of the London assembly may give an idea of the range of activity of the association. A permanent committee is charged with the investigation of the functions of the brain, others deal with questions of atmospheric electricity and of the measurement of magnetic elements at sea. An important proposal to carry out an exact magnetic survey along a complete circle of latitude is under discussion. The section of letters dealt with the mutual arrangements between libraries regarding the interchange of manuscripts, approved the intended edition of the Mahabharata, and considered a proposal to construct a new Thesaurus

of Ancient Greek. The association also took cognisance of and received reports on independent international undertakings, such as the catalogue of scientific literature, the Geodetic Association, and the Geological Congress.

The association meets every three years. To these meetings each constituent academy may send as many delegates as may be found convenient. For the discussion of special questions the assembly divides itself into a scientific section and a literary section.

In each of these sections, as well as in the plenary meetings comprising both sections, each academy has only one vote. At each triennial assembly, the next meeting place is chosen. In the intervals between the meetings the affairs of the Association are placed in the hands of a council on which each academy is represented by two members or one, according as it comprises both a literary and scientific section or only one of them. The resolutions passed by the Association are not binding on the constituent academies, who maintain their liberty of adopting or rejecting them.

The Association of Academies suffers unavoidably from a certain want of homogeneity, owing to differences in the constitution of its component bodies. Most continental academies contain both literary and scientific sections, and at the organising meeting held at Wiesbaden, marked attention was drawn to the fact that there was no body in England that could be considered as representative of literary studies. If matters had been left as they stood then, this country would have been altogether unrepresented as regards half the activity of the Association. Efforts were made, in consequence, to take a more liberal view of the branches of knowledge coming within the range of the Royal Society and to include literary subjects. Very unfortunately, in my opinion, these efforts failed, and a charter was granted to the British Academy, which has now been included as a separate body among the list of academies forming part of the

Association. While in this respect we have been at a certain disadvantage, the constitution of the Royal Society has the great advantage of being truly representative of the Empire. In France on the other hand, no one can belong to the Academy of Sciences who is not domiciled in Paris. Similarly although Germany possesses four Royal Academies (Berlin, Göttingen, Leipzig, Munich), each of them is confined as regards ordinary members to its own locality; so that a Professor of the Universities of Bonn or Heidelberg, however eminent he may be, could not become a member of any of these Academies. Neither in France nor in Germany can the academy therefore be called truly representative. The disadvantages which may arise from this defect have been minimised by adopting a rule that the International Association of Academies may appoint Committees for the discussion of special questions, and that members of these Committees need not be members of any of the constituent academies. This to a large degree obviates what would otherwise be a considerable difficulty. Nevertheless I believe that the circumstances to which I have drawn attention, form the only impediment in the way of handing over to the Association of Academies the ultimate control of every new international undertaking and even the charge of some of those already established. It is highly desirable that we should work towards this end. An energetic enthusiast may easily start a new enterprise, and governments are appealed to from different sides for help and support. There ought to be some authoritative body to whom the governments could apply for advice. Overlapping and waste would thus be avoided.

It is not my desire to disguise the difficulties which have sometimes been encountered in providing for joint undertakings on a large scale. Whether national or international, combined work between men of different temperaments always requires some suppression of

personality. Even stronger feelings may be involved when a central office or bureau has to be selected which specially distinguishes one locality. The advantage gained by the locality is often one of appearance rather than of reality, for these central offices should be the servants rather than the masters of the undertaking. In order to prevent national feeling being aroused by any preference given to one nation, it has been customary in cases to have a president who belongs to a different country from that of the director of the Central Bureau; there are also a vice-president and a secretary—all belonging to different nations. It is thought that such a distribution of office may assist in preserving harmony. I believe that this is the case, but sometimes at the risk of impaired efficiency. It cannot be denied, however, that the seat of the central office of an important undertaking confers a certain dignity, and it is quite natural that a country should feel some pride in the distinction.

England as a whole has not done so badly. We should not forget that in a great portion of the world, all clocks strike the same minutes and seconds. Before long all civilised countries (except Ireland) will have adopted the Greenwich meridian for their standard of time, and we may rightly therefore call Greenwich the central bureau of universal time.

The offices of the International Catalogue and both the central and computing bureaux of the Solar Union are situated in this country, and if we have not secured an even larger share of the onerous but honourable duties incumbent on such offices, the fault is our own. The questions which at the present moment more especially require combined treatment are those of Geo-Physics, a subject for which very inadequate provision has been made in England. Our earthquake observations almost entirely depend on the self devotion of one man, and the Meteorological Office, which might reasonably be expected to take charge of certain portions of the work

such as atmospheric electricity, is kept in a state of chronic poverty, and has to restrict itself to work of the most pressing necessity,

Germany, having a large number of well equipped stations for geodetic, magnetic, and aeronautic work, naturally reaps the reward when the offices of an International undertaking have to be chosen which shall be attached to flourishing institutions in charge of men possessing the leisure and qualifications for the work.

No serious advance will be made in our own country in this respect until our universities pay more attention to the subject of terrestrial physics. This would involve the establishment by the universities of separate laboratories or institutions, to which their present funds could not be applied. The matter wants consideration in detail and should be carried out according to a homogeneous scheme which would prevent wasteful repetition in different places. But I feel certain that until we have trained up a number of students who possess an adequate knowledge of questions of meteorology, geodetics, terrestrial magnetism, and seismology, the position which this country will take in international organization cannot be a leading one, though it may be, and, indeed, owing to private efforts, is at the present moment, one of which we need not be ashamed.

Finally I must lay stress on one aspect of the question which I hope may induce us to attach still greater importance to international undertakings. The co-operation of different nations in the joint investigation of the constitution of the terrestrial globe, of the phenomena which take place at its surface, and of the celestial bodies which shine equally upon all, directs attention to our common interests and exposes the artificial nature of political boundaries. The meetings in common discussion of earnest workers in the fields of knowledge tend to obliterate the superficial distinctions of manner and outward bearing which so often get

exaggerated until they are mistaken for deep seated national characteristics.

I am afraid I have only given a very inadequate account of the serious interests which are already involved in international scientific investigations. But if I may point once more to Indian meteorology and insist on the vital importance of an effective study of the conditions which rule the monsoon, everyone will, I think, realise how impossible it is to separate scientific from national interests. The solution of this particular problem requires an intimate co-operation with Central Asia and Siberia—a co-operation which has been easily secured. I do not wish to exaggerate the civilising value of scientific investigation, but the great problems of creation link all humanity together, and it may yet come to pass that when diplomacy fails—and it often comes perilously near failure—it will fall to the men of science and learning to preserve the peace of the world.

ARTHUR SCHUSTER.

The Need for Compulsory Continuation Schools.

A PLEA ON BEHALF OF GIRLS.

By Catherine Webb,
Ex-Secretary Women's Industrial Council.

The inspiration of the hour, offered in the unprecedented success of Labour men in the political arena, justifies, and will no doubt sustain, the efforts of the workers to grasp every opportunity held out to them of acquiring increased technical knowledge and wider liberal education. A feeling after a sound knowledge of civic and national affairs will also be stimulated by the opening of this new door to public service, more truly invigorating in its influence upon the future course of boys' elementary and secondary education than the desire to "get on" in the economic sense, which, hitherto, has so largely pervaded the worker's idea of the place of education in the upbringing of his children.

There is to-day, however, a growing feeling that the times are not so wholly favourable to a fuller intellectual education for the daughters of the workers as for their sons; that, in fact, the tendency is to restrict the education of girls more within the limits of a purely domestic curriculum rather than to widen their outlook by broadening the basis of their mental equipment.

In some degree the economic factor of which I have made mention has been less dominant in the education of working-class girls than it has appeared to be in the education of boys. Speaking broadly, one may say that the main trend of elementary education for girls, so far, has been to fit them only for a purely subordinate place in the civic and economic life of the nation. One may go even further without fear of any very strong contradiction, and say that the trend of our modern system of education has been to *unfit* the working girl to take

her natural place as the helpmeet of the working man, without fitting her for an independent economic and civic responsibility.

On the one hand we have a universal outcry against "the manifest decadence of true home life in this country," with its consequent alarming rate of infant mortality and physical deterioration; and on the other hand we have a strong and growing sense of the dangerous nature of the industrial competition offered by women to men in the form of cheap unskilled labour. On either hand alarmist views concerning the present trend of our educational system as regards girls may find sufficient foundation in isolated facts to lead to a serious form of educational reaction, unless held in check by a broad-minded comprehension of the changed position held by working women to-day no less than by working men. That the stirrings of a new ambition towards an equal share in the wider outlook of her brothers is moving working women to-day to demand an enlarged opportunity for civic responsibility in the franchise, is due, I think not at all to the influence of her elementary school training, but to the lessons which have come to her through a hard-fought battle with life, through the effort to adapt her badly-equipped hands and brain to wage-earning industries, and to fulfil her natural function as a home-maker without any adequate preparatory training in the business of home-making.

We are reaping to-day the harvest of the industrial revolution which turned the little children of the workers into so many wage-earning machines. In the case of boys the harmful results of child labour in the factories has almost disappeared in the present generation, thanks to the Factory Acts and free education. The son of working-class parents is at all times pre-destined to productive labour; factory legislation has but postponed his wage-earning to a more fitting age, and the tendency of his education has been to give him some valuable knowledge with which to wield his tools. With the girl the case is different. Prior to the industrial revolution the labour of the girl child was scarcely recognised as a wage asset to the parents, and her destiny as a woman had none of the economic independence of the wage-earner of to-day, however laborious her life might be. To-day, although the girl, with her brother, is rescued from premature wage-earning, she has become as much a wage asset to her parents as the boy.

It is a new position, scarcely yet accepted as a fact, which counts in regulating the education of the girl; nevertheless it

is, I venture to think, to the failure to recognise this important and permanent change that we owe our present *impasse*.

The education given has, admittedly, not been of a character to fit girls for skilled employments, and early wage-earning has prevented them from learning at home the domestic arts which could make them efficient housewives. Their training as potential citizens has been almost wholly neglected, both by parents and educationalists. After the first careless years of maidenhood have passed no one deplores more deeply than the working woman herself the errors of training through which she is handicapped at every point. The valiant struggles of the young untrained housewife to "manage her household" and her husband's limited income to the "best advantage" are amongst the unrecorded deeds of heroism which go to make our nation truly great. They present the obverse of the dark picture of ignorance and pitiful inefficiency which troubles us so deeply.

Another remarkable change in the outlook of working women is also worthy of more consideration than is given to it by the majority of people. Through the associations of the work-room, of girls' clubs, temperance and political organisations, trade unions, co-operative and other mutual associations, a vigorous and by no means small minority of working women have sought and found a system of self-education in citizenship of a quality little short of marvellous considering their initial disabilities. Economic responsibility as a wage-earner has brought to working women a corresponding realisation of her civic responsibility.

The danger of reaction against which I wish to utter a word of warning, lies in the neglect of this new economic value of girls, and this new civic spirit in working women. In the well-meant desire to promote the physical well-being of the nation, physicians and educationalists alike are inclined to insist that willy-nilly, working-class girls must specialise as housewives and mothers, whilst parents still require that they shall become industrial wage-earners at the earliest possible age. The consequence is an unrecognised clash of interests between which the child is, in my opinion, likely to suffer unless the normal elementary school life can be made to overlap into the wage-earning period, until the girl herself arrives at some intelligent appreciation of the true meaning and intent of education and its bearinge upon her future life. This development rarely happens before the age of sixteen, if as early.

At present the control of the educational authority over the elementary school-girl ceases at the age of thirteen or fourteen,

and for the vast majority of children all definite mental training is then at an end. What happens then is usually an interval of from six to twelve months spent at home waiting for the fourteenth or fifteenth birthday, when the factory, the shop or the "place" is open to receive the worker. Sometimes the girl acquires a certain store of household handicraft—of a sort—at her mother's side; but more often she spends the time in some form of unremunerated drudgery, losing the larger portion of the mental training gained at school, and acquiring instead an aimless vacuity of mind, restless improvident habits, and a distaste for any form of mental exertion. She is fit only for one of the unskilled subordinate manufacturing processes waiting to use her labour as that of a cheap machine. A few years of blighting factory life, and the girl becomes the wife of some labouring man, and the mother of children who perish in infancy, the while we rail at her complete ignorance of the first laws of motherhood.

To amend the obvious evils thus created there is, to my mind, a growing tendency to impose on the school curriculum of girls an increasing attention to what is termed practical domestic economy. To circumscribe, in fact, the education of the girl child more and more within the sphere of pure domesticity at the expense of her training as an intelligent unit in the school life of the nation.

Miss Alice Ravenhill, writing on Household Economics, of which subject she is an acknowledged mistress, puts the dangers of this specialisation clearly in the following sentences:—

> "It is my opinion that while school life ends for the majority of girls at thirteen, their best training during this period for future responsibilities as wives and mothers will be found in the formation of practical good habits consistent with their age, based on a systematic study of hygiene, rather than by introducing the technical treatment of any part of the subject. Disappointment, for example, must follow any attempt to diminish the infant mortality of this country by endeavouring to train in the care of infants children themselves little more than babies. The place of an elementary school is not to teach in detail duties which cannot be fulfilled for many years; its sphere is found in the general preparation of mind and body for the future specific duties and for the social claims of later life. . . . Education consists largely in supplying at the right moment the stimulus essential to the next step in development. It is an abuse and not a use of

schools to call on them to antedate such stimuli; such a process only leads to the ultimate detriment of the individual subjected to it."

My contention is that compulsory school life should not and need not cease at the age of thirteen. That it should be prolonged in the compulsory continuation school up to the age of sixteen. That all thought of sex specialisation should be banished from the curriculum for children under twelve, and only introduced in the broadest social sense after that age. At fourteen, when the normal elementary school period ends, the work of preparation for special duties may begin with advantage in the day or evening continuation school; broadened and steadied on an assured basis of character building through efficient training in civic responsibility. A few years of this method and our industrial life would be free from the menace of cheap unintelligent girl labour. One may even hope that a new appreciation of domestic service as an industry might follow the training in the compulsory continuation school, if, at the same time, self-respecting ideas concerning the dignity of home life were inculcated. One of the most curious social-industrial phenomena of our day is this revolt of the working girl against the subordination of herself in domestic service, whilst she rushes in her thousands into industries which subordinate her to a machine.

In making this plea for compulsory continuation schools I make no claim to speak authoritatively concerning the past mistakes in our elementary school methods. They are recognised by all educationalists, they are *felt* by all workers. My only claim to a hearing is that of a worker and a student of the industrial, economic and social conditions surrounding the lives of women workers. I venture, however, to assert that the comparatively less liberal standard of education deemed fitting and sufficient for girls of all classes as compared with that given to boys, is largely responsible for the admittedly lower standard of efficiency required of girls as workers and the contemptuously lower estimate in which they are held as citizens.

Even thoughtful parents, who strive to give their girls the advantage of supplementing their elementary school education at the secondary school or polytechnic, have a habit of assuming a virtuous self-sacrifice in spending money for the purpose, unless the girl shows talents capable of earning remunerative recompense for the expense of cultivation. As one father bluntly put it to me: "Why should a man spend money on a

girl's training for some other man to get the benefit of it!" We may surely ask that such a narrow selfishness as this shall not prevail in the State's dealings with her girl children. If the State wants intelligent mothers to safeguard the health of its future citizens the State must be prepared to meet the cost in no niggardly spirit. The present disastrous educational gap between childhood and early womanhood must somehow be bridged, and the burden of building the bridge must rest between the parents and the State. Parents must learn to forego some portion of the gains of early wage-earning, and to co-operate with the physician and the educationalist in preparing their girls for a worthy place in the social life of the nation and in the democracy of labour.

I would therefore repeat, as a last word of emphasis, that this preparation cannot be accomplished in the elementary school life of the child; it can no longer be wholly entrusted to the great majority of parents. It must therefore be given under some scheme of compulsory continuation schools, upon a curriculum which shall conserve the idea of the child as a potential responsible citizen, while training her as an integral factor in the industrial life of the nation, and for her special place in its social life as wife and mother.

CATHERINE WEBB.

The University of Sydney, New South Wales.

The Report of the Senate of the University of Sydney for the year ended December 31st, 1905, has recently been published. The following passages taken from the Report give an interesting account of the valuable work the University is doing on behalf of Higher Education in New South Wales.

MATRICULATION.

The number of persons who qualified themselves for Matriculation in 1905 by passing one of the various University Examinations was 410. Of these, 164 passed the ordinary Matriculation Examination, 127 the Junior Public Examination, 23 the Law Matriculation Examination, 69 the Senior Public Examination, and 27 the Entrance Examination for Law, Medicine and Science. The number of students actually admitted to Matriculation, with a view to proceeding with the curriculum in one of the various Faculties, was 184.

ATTENDANCE AT LECTURES.

The following table shows the number of students who attended lectures in the several Faculties:—

Faculty of Arts (day), 229; (evening), 140. Total ...		369
Faculty of Law		52
Faculty of Medicine		243
Faculty of Science		36
Faculty of Science—Department of Engineering ...		80
School of Dentistry		45
Pharmacy Students		61
Research Students		3
		889
Attending Post-graduate courses—		
Faculty of Arts	17	
Faculty of Medicine ...	42	
	—	59
Total		948

Included are 112 women who attended in the Faculty of Arts, 22 in Medicine, 7 in Science, and 2 in Dentistry; total, 135. The above total also includes 62 non-matriculated students, and students attending special courses, irrespective of Pharmacy students.

DEGREES CONFERRED.

The total number of degrees conferred during the year was as follows:—M.A., 9; B.A., 43; LL.B., 9; M.D., 2; M.B., 30; Ch.M., 16; D.Sc., 2; B.Sc., 6; M.E., 1; B.E., 19; L.D.S., 9. Total, 146.

The degrees conferred by the University from its foundation to the end of 1905 are:—M.A., 330; B.A., 1,241; LL.D., 25; LL.B., 128; M.D., 50; M.B., 313; Ch.M., 222; D.Sc.,3; B.Sc., 57; M.E. 5; B.E., 148; L.D.S., 17. Total, 2,539.

BURSARIES, ETC.

The number of students permitted to attend lectures without paying fees was 150, including 47 State Bursars and holders of the University Bursaries, and 83 students and ex-students of the Training College. The payments to bursars other than State Bursars, amounted to £725, and to scholars, £1,688.

PUBLIC EXAMINATIONS.

The Junior Public Examination was held in the month of June in Sydney, and at the forty-four local centres in New South Wales, and ten in Queensland. The number of candidates was 1,265, and of these 879 gained certificates. The Senior Public Examination was held in November concurrently with an examination for Matriculation Honours and Scholarships in Sydney, and at sixteen local centres in New South Wales and Queensland. The number of candidates was 161, and of these 133 were successful.

EXAMINATION FOR ARTICLED CLERKS.

Two Law Examinations were held, similar to that prescribed for Matriculation, for candidates for Articles of Clerkship with Solicitors. 50 candidates attended and 23 passed.

THE VICE-CHANCELLOR.

The annual election to the office of Vice-Chancellor resulted in the unanimous re-election of Dr. Philip Sydney Jones, who in June received the honour of knighthood in recognition of his valuable services rendered to the public of New South Wales.

THE TITLE OF EMERITUS PROFESSOR.

The title of Emeritus Professor has been conferred upon Messrs. T. T. Gurney, M.A., and W. Scott, M.A. The former held the office of Professor of Mathematics and Natural Philosophy in the University for a period of twenty-five years, while Mr. Scott was Professor of Greek for a period of fifteen years, having retired in 1900 through ill-health.

UNIVERSITY LIBRARY.

The number of volumes in the University Library is now 67,000, the appropriation for the purchase of books, repairs and binding for the year being £1,086. The existing disadvantages of limited space for library management and the storage of books have not been lessened, but good progress has been made with the erection of the Fisher Library building, the completion of which is now within measurable distance. Mr. J. S. Heron has made a perpetual loan to the library of an interesting document written on parchment, being an agreement by James Watt for the erection of a steam engine in the year 1792.

DEPARTMENT OF MILITARY EDUCATION.

The Senate has had under consideration during the year the question of the establishment of a Department of Military Studies.

The subject was first brought under attention by a communication from the Commonwealth Department of Defence, conveying certain amended regulations of the Advisory Board on military education in the United Kingdom for the appointment of University candidates to commissions in the army. Under the amended regulations such commissions, instead of, as heretofore, being open to students who had completed a portion of their course, will be open only to graduates who have received a certain amount of military training during their course.

Upon consideration of these proposed conditions, it appeared to the Senate that the establishment of a Department of Military Studies in the University would be valuable not only for the purposes of commissions in the Imperial Army, for which the number of candidates has hitherto been limited, but in a much greater degree by disseminating amongst the University students, a number of whom are members of the University Volunteer Corps, the principles underlying the military art; as well as the provision of systematic instruction for those who propose to become candidates for commissions in the Australian military forces, and officers in those forces seeking promotion. The proposal was put before the Commonwealth Government, which gave its cordial approval, and promised its hearty co-operation, appointing a military officer (Lieut.-Col. Bridges) to assist the Senate in preparing a definite scheme.

It has now been decided to appoint a Lecturer in Military History, Strategy, Tactics, and Imperial Defence, to hold office for a period of three years; and also to provide for teaching in Military Engineering, Military Topography, Military Law, Military Administration and Organisation, Artillery, Submarine Mining and Electric Light.

The Commonwealth Government has undertaken to cooperate by arranging for qualified officers to give lectures in military subjects not included in the principal lectureship; by exempting holders of University certificates from passing (1) the qualifying examination for the permanent forces, (2) in certain subjects for promotion, (3) by providing facilities for officers to attend the University courses, and (4) by arranging for practical instruction in Drill, Musketry, Artillery, and other subjects, and by grants of ammunition.

Steps have been taken for the selection in England of a military officer to take the principal lectureship, and it is intended, if possible, to bring the new department of military studies into active operation in September, 1906.

SCHOOL OF DENTISTRY.

The negotiations for the amalgamation of the University Dental Hospital with the Dental Hospital of Sydney were completed early in the year, and the two hospitals were amalgamated from the 1st of June under the name of "The United Dental Hospital of Sydney. The Council of the United Dental Hospital of Sydney consists of six members nominated by the Senate of the University and six members representing the

Council of the Dental Hospital of Sydney, to hold office for one year. Vacancies amongst those appointed by the University are filled up by the Senate, and vacancies amongst those appointed by the Dental Hospital of Sydney are filled up by election by the subscribers to the Hospital.

DIPLOMA OF PUBLIC HEALTH.

In the month of October, it was resolved by the Senate to establish a Diploma of Public Health. It was then referred to the Faculty of Medicine to draw up regulations to govern the award of the Diploma, and the eligibility of candidates. The Faculty had not reported at the end of the year, but it is intended to bring the proposed new regulations into operation at the earliest possible date. It is believed that the Diploma in Public Health will be an inducement to medical graduates to qualify themselves for positions of officers in public health in the various districts constituted under the Local Government Bill, which has lately become law.

COMMERCIAL EDUCATION.

No definite action was taken during the year in regard to the establishment of courses in Commercial Education, pending the issue of the report of the Education Commissioners on this subject. That report having been issued, the matter will receive early consideration, and a scheme of Commercial Education will probably be brought into operation early in 1906.

UNIVERSITY EXTENSION BOARD.

The University Extension Board reports that the following courses of lectures were delivered during 1905:—

(A) A course of six lectures on Typical Historical Characters, by Professor Wood, M.A., in connection with the Public School Teachers' Association, with an average attendance of over 500.

(B) A course of three lectures on the teaching of Elementary Mathematics, by Professor Carslaw, M.A., D.Sc., in connection with the Public School Teachers' Association, with an average attendance of over 420.

(C) A course of six lectures on the life of Ancient Athens, by Professor Tucker, M.A., D.C.L., of Melbourne University, with an average attendance of over 420.

(D) A course of seven lectures on scientific subjects, by Professor Baldwin Spencer, M.A., F.R.S.; Professor T. W. E. David, F.R.S.; and Mr. A. H. Lucas, M.A., B.Sc., with an average attendance of over 260.

(E) A course of six lectures on Agriculture, by leading authorities on the subject, with an average attendance of over 50.

(F) A course of seven lectures on Public Finance and Accounts, with an average attendance of about 120.

(G) A course of four lectures at Goulburn on Hamlet, by Professor M. W. MacCallum, M.A., with an average attendance of 90.

(H) Three lectures by Professor W. J. Woodhouse, M.A., with an average attendance of 90.

The Board has made new departures or further advances in the way—

(*a*) Of affording Sydney audiences the opportunity of listening to lecturers from beyond the State of New South Wales;

(*b*) Of providing popular scientific lectures with the requisite illustrations;

(*c*) Of providing more practical technical or professional instruction.

In each of these directions the success has been satisfactory, to judge by the attendances; and the reports and comments of the press would seem to show that these efforts meet with a general approval that cannot fail to strengthen the position of the University in the community at large. The Board proposes to increase its usefulness in these directions, and more particularly in arranging courses that will be helpful to members of the commercial and industrial communities, and to public servants as well as the general public, and to extend its operations in the country. In Queensland, courses were delivered under the auspices of the Board in connection with the Brisbane Technical Colloge, and the College of Pharmacy, on Botany, Geology, and Theoretical and Practical Chemistry. A Literary course was also delivered by Mr. N. J. Gough, B.A., Lecturer in French at the Sydney University.

FELLOWSHIPS AND SCHOLARSHIPS.

The first appointment of a Macleay Fellow by the Linnean Society of New South Wales under the bequest of the late Honourable Sir William Macleay was made early in the year. The successful applicant was Mr. H. I. Jenson, B.Sc., a distinguished graduate in the Department of Geology. Mr. Jensen is pursuing his researches in the Geological Laboratory of the University of Sydney. The title of the research upon which Mr. Jensen is engaged is "Petrological and Statigraphical Investigation of the Trachytes of Eastern Australia and associated rocks; the study of their nature, age and relationships, and the application of the results arrived at to further our knowledge of magnetic differentiation in the Eastern Australian petrographical province." The Fellowship is of the value of £400 per annum.

The appointment of a scholar for New South Wales for the year 1905, under the will of the late Mr. Cecil J. Rhodes, was made in April. The Selection Committee consisted of the Governor of New South Wales in his private capacity, the Chief Justice of New South Wales, and the Senate of the University, acting on the recommendation of the Professorial Board. There were five applications for the Scholarship, and the Committee selected and nominated as the most suitable candidate, Mr. P. H. Rogers, a student who had just completed the three years' course for the degree of Bachelor of Arts.

The Woolley Travelling Scholarship, which is of the value of £150 per annum, for two years, founded under the will of the late Edwin Dalton, Esq., was awarded to Mr. P. R. Cole, B.A., a distinguished student in the Department of Philosophy and Education. He proposes, during the second year of the scholarship,to attend some courses of instruction at one of the American Universities.

The Science Research Scholarship offered to the University of Sydney for the year 1905 by the Royal Commissioners of the Exhibition of 1851 was awarded to Mr. T. H. Laby. Mr. Laby was for three years a distinguished student in the Faculty of Science, having made some valuable investigations in the Department of Chemistry which had been already recognised by the Royal Society of London. Mr. Laby has entered the Cavendish Laboratory in the University of Cambridge, where he is pursuing his studies and investigations with a view to proceeding to the Cambridge B.A. Research Degree.

BENEFACTIONS.

The Senate acknowledge the receipt of the following benefactions in addition to a large number of donations to the University Library:—

(A) The sum of £547 from the subscribers to a memorial of the late Queen Victoria for the foundation of a scholarship to be called the "Queen Victoria Memorial Scholarship"; such scholarship to be awarded to the best girl matriculant of the year, and to be tenable for three years, under the conditions usually existing for such scholarships.

(B) The sum of £2,700 from Mrs. Janet Coutts, for the foundation of two scholarships, in memory of her deceased sons who were graduates of the University. One of the Scholarships is to be awarded for distinction in English Literature, and to be called "The James Coutts Scholarship"; and the second is to be awarded for distinction in the Science Course, and to be called "The John Coutts Scholarship."

(C) A sum of £1,000 from Mrs. William Grahame, for founding prizes, or a scholarship, or both, in Mechanical Engineering, to be called "The William and Jane Grahame Mechanical Engineering Prizes or Scholarship," as the case may may be.

(D) A valuable collection of theodolites and other surveying instruments from the Honourable the Minister for Lands.

(E) A number of astronomical instruments useful for educational purposes, but not in actual use in the Sydney Observatory, from the Honourable the Minister for Public Instruction.

(F) And many grants of apparatus for use in the Engineering Laboratories from engineering firms in England and Australia.

INCOME AND EXPENDITURE.

The annual statements of receipts and expenditure show the total receipts for the year to have been £31,213. 1s. 11d. The total expenditure amounted to £29,433. 9s. 3d., leaving a balance of £1,779. 12s. 8d.

Foreign University News.

UNITED STATES OF AMERICA.

From Correspondents and by special permission from "The Michigan Alumnus," "The Yale Alumni Weekly," and "Old Penn," the organ of the University of Pennsylvania.

The Californian Universities and the Recent Earthquake.

The effect of the recent disastrous earthquake upon the two Californian Universities is well described in the *Yale Alumni Weekly* by Mr. James A. Ballentine in an article from which the following passages are taken:—

"The University of California was wonderfully fortunate in escaping injury to its buildings in Berkeley. The damage there was merely nominal. One or two chimneys of the older buildings fell down, but all the new buildings, including California Hall, the new administration building, the new Hearst Mining Building, the Greek Theatre, and the President's house, are absolutely intact. But the University suffered very great loss in the San Francisco fire. Among its losses in the city were the Department of Dentistry, the Mark Hopkins Institute of Art, two business blocks insured at half their value for $176,000, injury to the buildings and equipment of the Affiliated Colleges amounting to $25,000, and the prospective loss of about $50,000 on the two-cent State tax. It is estimated that the fire has decreased the coming year's income by about $120,000. But despite these losses, it is credibly reported that the salary budget of the Faculty for next year will remain unchanged. All classes were dismissed on the day of the earthquake, April 18, and the work of the academic year was closed, final examinations being dispensed with.

"But this same shock which treated Berkeley so lightly was a crusher further down the bay on the opposite side, and no less

tragic than the death of its fond and lavish benefactress has been the fall of all that was proud and imposing at Leland Stanford, Junior, University. Poor old Stanford looks as though some ruthless giant monster had wielded a huge plough back and forth amid her most magnificent structures, leaving in their places only low heaps of bricks, tiling and twisted rods.

"Entering the grounds near the Palo Alto railway station, a rubbish pile brushed aside from the road is all that remains of the stately main gateway. Within, most of the new buildings, including the gymnasium, the chapel, the museum and the great memorial arch, are mere heaps of pitiful wreckage representing a loss of nearly three millions of dollars. The beautiful gymnasium, which was to have been formally opened next month, lies nearly flat, its steel dome down amid the rubbish and its large red metal roof spreading over all in folds like a huge gory shroud. But worst of all was the crash of the beautiful memorial church whose main tower collapsed, carrying down roof, dome and the famous east wall mosaic with it. The lower part of the great memorial arch is standing, but all of the carving and relief work is gone.

"One student was killed outright in his bed by a falling wall, and the fireman of the engineering building was instantly killed by the building's main chimney. Several students were injured, but none seriously, and no member of the Staff was hurt.

"As at Berkeley, class-room exercises were at once suspended, the college year was closed without final examinations.

"Most of the damage at Stanford was, as I have said, to the new buildings. These had, for the most part, not yet been used. It is evident, therefore, that the University will not be seriously crippled in its immediate activities. No change in the general plan of operation has been announced, and it is not likely that there will be any. Regular university work will begin as usual in the autumn. Neither what will be done in the direction of rebuilding nor how soon any rebuilding will be done has yet been determined."

Columbia.

TEACHERS' COLLEGE.

At the opening of the present year the total registration of the College, including students from other parts of the University, passed, for the first time, the thousand mark. The primary registration, including students from other parts of the University who are candidates for Teachers' College diplomas, is 845. There are in addition a thousand pupils in the Horace

Mann Schools, and 200 in the Speyer School. There are over a thousand extension students coming to the College for partial work. The resident students come from forty States and territories, and from eight foreign countries. One-half of them are graduates of over a hundred other colleges, most of the remainder being graduates of normal or other professional schools. One hundred and thirty-nine students are candidates for the master's or doctor's degree, with a major subject in education, thus necessitating a steady enlargement of the departments giving such graduate work.

During the year the various undergraduate curricula given by the College have been united into a single professional curriculum, leading to the Bachelor's degree and diploma, providing, after the fundamental courses in educational psychology and in the history and philosophy of education, a choice of twenty-five major subjects. The most interesting change in detail is perhaps that requiring of all students preparing to teach in high schools, in addition to preparation in their chosen subject for teaching, similar preparation in an additional subject, or a course in secondary education in general. Each of the departments offering such courses will next year add semi-professional courses, which will sum up for the prospective teacher the subject matter which is to be presented in high schools.

For students who have not had all of the academic preparation required for candidature for the degree, a special curriculum of two professional years, with a choice of major subjects, and leading to a special diploma, has been established.

The recent decision on the part of Columbia College and of Barnard College to provide the academic work required for entrance to the professional curriculum of Teachers' College enables Teachers' College to withdraw its two years' collegiate curriculum, and devote itself entirely to professional and graduate work. After the present year all freshmen, and after 1907 all second year students will be sent to Columbia and Barnard Colleges. This will make possible, beginning with the coming year, considerable developments in the professional work in which the College is primarily interested.

It is gratifying to know that although the annual expense of carrying on the work of the College has increased to nearly $400,000, the annual deficit, which has always been so generously met by the friends of the College, is steadily decreasing. During the past year donors have cancelled the entire debt of the College, namely, $220,000, thus securing Mr.

Rockefeller's first contribution of $250,000, which increases the endowment of the College to one half-million. Mr. Rockefeller's further promise of duplicating to the extent of $250,000 all other gifts made before January 1, 1907, will make the endowment a round million.

Johns Hopkins.

THE WORK OF THE ECONOMIC SEMINARY.

The primary activity of the Economic Seminary during the current academic year has continued to be an investigation into the history, activities and influence of labour organisations. Its membership as heretofore, has been limited to advanced students preparing for a scientific career in economic study, and its primary design has been the development of sound method in economic research. The regular fortnightly evening sessions have been supplemented by briefer morning sessions in alternate weeks. The material resources necessary for the inquiry have been supplied by the continued generosity of the donor, whose original gift made its inception possible. Appreciable progress has also been made by individual members of the Seminary in the study of specific aspects of the several questions assigned for investigation. During the summer, field work was carried on in various carefully selected localities, and the data thus collected have since been supplemented and corrected by documentary study and personal interview. Two monographic studies, submitted by senior members of the Seminary in part fulfilment of the requirements for the Doctor of Philosophy Degree, were issued: "The Finances of American Trade Unions," by A. M. Sakolski, Ph.D.; and "Labour Federations in the United States," by William Kirk, Ph.D. Both essays appeared in the *Johns Hopkins University Studies in Historical and Political Science*, xxiv. Series. A co-operative volume of "Studies in American Trade Unionism" (Holt and Co.) was also issued, embodying the preliminary results of specific investigations now in progress, but ultimately designed for monographic publication in completed form. During the past two years a large amount of additional documentary material has been collected by the Seminary, and it is proposed, with the aid of a recent grant by the Carnegie Institution, to issue during the course of the next academic year, a second, much enlarged edition of the "Trial Bibliography of American Trade Union Publications."

UNIVERSITY STATISTICS.

The following statistics relating to the number of teachers and students at Johns Hopkins during the present session have recently been published:—

President and Professors		41
Clinical Professors		7
Associate Professors		26
Associates		30
Instructors and Assistants		49
Lecturers		20
Total		173
Graduate Students:		
Fellows by Courtesy	9	
Fellows	22	
Other Graduate Students in Philosophy ...	128	
Candidates for the degree of M.D.	293	
Physicians attending Special Courses ...	49	
		501
Undergraduates:		
Candidates for the degree of A.B.	162	
Not candidates for a degree...	26	
		188
Total		689

Yale.

YALE ALUMNI AND THE UNIVERSITY.

Speaking of the recent meeting of Yale Alumni at Chicago, *The Yale Alumni Weekly* says:—

"'The American Colleges and Universities are alike in their confident expectation to create a support from their graduates, and the American public cordially sympathises in this expectation on the part of the institutions and in the grateful and affectionate feelings of the graduates. . . . Every American institution of higher education counts on services to be rendered to it by its graduates when they have come to places of influence and power, and deems the success of its graduates in after life its own best asset and its surest ground for public confidence

and support.' This paragraph from a recent address by President Eliot gives one of a number of points of similarity which the President of Harvard found in all American Universities. Of all the Universities and Colleges it is probably true that Yale is best known for its habit of thorough organisation of alumni and its attachment of alumni to her in close relationship of interest and co-operation. Whether or not its reputation for first place in this respect would stand after comparison with the alumni organisations of other institutions to-day has never been tested. Princeton is very highly organised, and all other large institutions are developing along this line very fast. The strength of the organisation is not always by any means in direct ratio to the numbers of the institution. Yale organisation has, however, certainly not fallen behind any in recent years, but on the contrary has made some notable advances and changes in form. Under this head may be mentioned the formation of clubs, notably the Yale Club of New York. Among the signs of increased activity of alumni organisation may be recorded the gathering of subscriptions to forward Yale causes or to send through Yale representives of the sections covered by the Association. But of all the recent developments in this formal association of graduates, the most comprehensive in its character and containing—at least next to the force of the New York alumni—the greatest potentiality of influence, has been the formation of the Associated Western Yale Clubs, a movement which was born in St. Louis in the year of the World's Fair, under the auspices of the active Yale organisation and officers of that city, which held its first formal meeting in Chicago last year, and demonstrated at that time the strength of the sentiment for such an organisation, and which, in February last, gathered more than 150 representatives of the great central and western section of this country at a meeting in St. Louis under the auspices of the Alumni Association of that city."

The Universities.

CAMBRIDGE.

The Vote on the Greek Question.

The recomendations contained in the second report of the Examinations and Studies Syndicate were rejected by the Senate by 747 votes to 241. The proposed changes were briefly that the courses of study and examinations for the first degree, both ordinary and honours, be divided into two classes—courses in letters and courses in science; that students in letters should be required in the previous examination to take both classical languages, students in science should be allowed to substitute a modern language for either Greek or Latin; that in the intermediate examination for the ordinary degree two languages (one classical) be required of students in letters, but only one, either classical or modern, from students in science; and, finally, that the titles of the degree be Bachelor of Arts in Letters and Bachelor of Arts in Science accordingly.

This emphatic rejection of the Syndicate's proposals is a decisive answer to those who are in favour of making Greek optional. The recent voting taken in conjunction with the defeat last year of the Syndicate's proposal for the unqualified exemption of all students from compulsory Greek (by 1,527 votes to 1,063) will effectually prevent the question from being raised again in Cambridge for some years.

University News and Notes.

On May 24, in Christ's College, a testimonial was presented to Professor Israel Gollancz, who had taken the degree of Doctor of Letters earlier in the day, and who has recently left Cambridge on being appointed Professor of English at King's College, London.

Dr. W. H. Ramsay, Professor of Humanity in the University of Aberdeen, will deliver the Rede Lecture on June 9th on the subject "The Wars between Moslem and Christian for the Possession of Asia Minor."

The honorary degree of LL.D. has been conferred on Duke Tsai Tse, His Imperial Chinese Majesty's High Commissioner, and on the Chinese Minister in London; also the degree of Litt.D. upon Shang Chi Heng, His Imperial Chinese Majesty's High Commissioner, and the degree of Master of Arts upon the secretary to the Chinese High Commission.

As a result of the discussion by the Senate the report of the Special Board for Mathematical Studies proposing the reorganisation of the Mathematical Tripos will now be reconsidered by the Board. A vote on the question will probably be taken at the end of the term.

The annual report of the Board of Agricultural Studies shows that 46 students (of whom 41 are members of the University) are attending its courses of instruction. This number includes three Indian students, who hold post-graduate scholarships from the Indian Government or from Bombay University. Thirty-five teachers in rural elementary schools attended the special summer course organised by the Board.

The Worshipful Company of Girdlers have offered to renew for a second period of three years their grant to the University of £100 a year towards the teaching of Economics. The University will thus be enabled to continue the Lectureship in Economics, which was established in 1904, until 1910. The Girdlers' Lectureship is at present held by Mr. A. C. Pigou, of King's.

At a Congregation recently Dr. Jackson, Regius Professor of Greek, Dr. Adam, and Mr. W. L. Mollison, Clare, were appointed to represent the University at the Quater-centenary of the University of Aberdeen, to be held in September next.

The Vice-Chancellor has received a communication from Lady Jebb offering, for the acceptance of the University, a fund amounting to upwards of £3,500 in memory of the late Sir Richard Jebb. The income of the fund is to be paid to Lady Jebb during her lifetime, and afterwards to be devoted to such object, related to classical or other literary studies, as the University may select. The name of Sir Richard Jebb is to be always connected with the application of the fund. The Vice-Chancellor has been authorised by Congregation to convey to Lady Jebb the thanks of the University for her generous benefaction.

The matriculation for the Easter term took place on May 5th, when 16 entered—12 as pensioners and four as advanced students. The total number matriculated during the present academical year is 1,065, the largest on record.

University Appointments, etc.

The Rev. E. S. Roberts, M.A., Master of Gonville and Caius College, has been elected Vice-Chancellor for the academical year commencing on October 1.

At Magdalene College, the Most Rev. Samuel Tarratt Nevill, D.D., Bishop of Dunedin, Primate of New Zealand, has been elected to an honorary Fellowship.

The Special Board of Indian Civil Service Studies have appointed the following as University teachers for one year from October 1, 1906:—R. M. Towers, M.A., Caius (Bengali); Lieutenant-Colonel W. W. Sherlock, M.A. (Hindustani); Syed Ali Bilgrami, M.A. Christ's (Marathi); J. L. Wyatt, M.A., Christ's (Tamil); D. Aldridge, M.A. (Burmese).

Mr. F. T. Brooks, B.A., scholar of Emmanuel College, has been appointed Junior Demonstrator in Botany for five years from October 1 next.

The degree of M.A., *honoris causa*, is to be conferred on Sir E. T. Candy, C.S.I., of Caius College, Lecturer under the University Board of Indian Civil Service Studies.

Mr. Harold D. Hazeltine, LL.B. (Harvard), Dr. Jur. Berlin, has been appointed lecturer in Law at Emmanuel College.

At Trinity College Canon Thomas Scott Holmes, M.A., of Sidney Sussex College, Chancellor of Wells, has been elected to the Birkbeck Lectureship of Ecclesiastical History.

Dr. Maitland, Downing Professor of the Laws of England, has been appointed Sandars Reader in Bibliography for the academical year 1906–7.

Mr. J. P. Moriarity, Pembroke, has been appointed University teacher in Indian History for one year from October 1, 1906.

The Master of Caius College has resigned the University Lecturship in Classics, and Mr. Whittaker has resigned the Lectureship in Mathematics.

The Managing Committee of the British School in Athens have recently elected Mr. R. McG. Dawkins, Fellow of Emmanuel College, Cambridge, as Director of the School, in succession to Mr. R. C. Bosanquet, lately appointed to the Chair of Archæology in the University of Liverpool.

DUBLIN.

A Royal Commission.

His Majesty has approved the appointment of a Royal Commission for the purpose of holding an inquiry into Trinity College, Dublin, and the University of Dublin.

The terms of reference are as follows:—

"To inquire into and report upon the present state of Trinity College, Dublin, and of the University of Dublin, including the revenues of the College and of any of its officers and their application, the method of government of the University and of the College, the system of instruction in the College and the teachers by whom it is conducted, the system of University examinations, and the provision made for post-graduate study and the encouragement of research; and also to inquire and report upon the place which Trinity College, Dublin, and the University of Dublin now hold as organs of the higher education in Ireland, and the steps proper to be taken to increase their usefulness to the country."

The Commission will be constituted as follows:—

The Right Honourable Sir Edward Fry, late Lord Justice of Appeal (Chairman).

The Right Honourable Christopher Palles, Chief Baron of the Exchequer, Ireland.

Sir T. Raleigh, K.C.S.I., D.C.L., Fellow of All Souls College, Oxford.

Sir A. W. Rücker, LL.D., F.R.S., Principal of the University of London, late Secretary of the Royal Society.

Mr. S. H. Butcher, Litt.D., M.P., formerly Professor of Greek in the University of Edinburgh.

Mr. H. Jackson, D.Litt., Regius Professor of Greek in the University of Cambridge.

Mr. Douglas Hyde, LL.D., of Trinity College, Dublin.

Mr. D. J. Coffey, M.A., Fellow of the Royal University of Ireland, Professor of Physiology in the Catholic University School of Medicine.

Mr. S. B. Kelleher, Fellow of Trinity College, Dublin.

The inquiry now to be made will be complementary to that undertaken in pursuance of the Royal Commission which was appointed in 1901 to consider the condition of higher education available in Ireland outside Trinity College, Dublin.

The Commissioners now appointed will accordingly be directed to consider the report of the former Commission and the evidence submitted to it, so far as these bear on the subject of their own inquiry; but they will not themselves receive further evidence on the matters already dealt with. It is hoped that by this arrangement the Commission will be enabled to complete its inquiry and present its report at no very distant date.

DURHAM.

University News and Notes.

At a special convocation, held on Wednesday, May 16th, the degree of Doctor of Civil Law *(honoris causa)* was conferred upon Baron Kanchiro Takaki, F.R.C.S., Director-General of the Medical Department, Imperial Japanese Navy, Surgeon to the Tokio General Hospital. The presentation of Baron Takaki was made by Sir George Hare Philipson, M.A., M.D., D.C.L., President of the College of Medicine, and the degree was conferred by Dr. Kitchen, Warden of the University. The Baron met with a most enthuiastic reception and was drawn in a carriage from the railway station to Castle Hall by a number of students, who wore Japanese colours.

The Vacation Term for Biblical study, which has been held in past years at Cambridge and Oxford, will take place this year at Durham. The lecturers will be men of different schools of thought, but all experts in their subjects. It is hoped that the following among others will take part:—Dr. Burney, Archdeacon Fearon, Canon Foakes Jackson, Dr. Knowling, Dr. Hodgkin, Dr. Jevons, Rev. C. W. Johns, Rev. J. H. Moulton, Dr. Anderson Scott and Rev. F. R. Tennant. The main subject of the courses of lectures will be the belief in a future life as it appears in the Old and New Testaments, whilst certain lectures will deal with the influence of the surrounding nations upon Israel. Readings on special books of the Bible will also be held among the students. The term will last from July 23rd to August 11th, but the subjects are so arranged that students who can only come for a week will be able to attend a complete course. The total cost, including lecture tickets, will be from 35s. a week. Further information can be obtained from the secretary, Miss Creighton, Hampton Court Palace.

An address was given in Hatfield Hall, on Monday, May 14th, by Dr. Fowler (Vice-Principal of Hatfield) to a large and enthusiastic audience. The subject of the address was "The Isles of Greece."

The President of the Union Society, H. Badham (St. Chad's,) delivered his Presidential Address, on "Undergraduate Life—Ancient, Modern and Mediæval," in the Society's Rooms, on Thursday, May 10th.

The Venerable Archdeacon Watkins, Professor of Hebrew, has been preaching a series of three sermons on "The Educa-

tion Question" at morning service in the Cathedral this term. The special preacher on Sunday, May 27th, was the Rev A. Mackenzie, Headmaster of Durham School.

The University Sports were held on the ground of the College of Medicine on Saturday, May 26th. The "Philipson Challenge Cup," awarded to the College winning the highest number of points (open events only) was won by the College of Medicine. The "Victor Ludorum," presented by the Earl of Durham, was carried off by C. J. Neilan, College of Medicine. The "Three Mile Inter-Collegiate Challenge Cup" for teams of four (three to count) was won by Hatfield Hall.

EDINBURGH.

University News and Notes.

The reports of the various special committees of the General Council of the University were all adopted at the recent statuary half-yearly meeting of the Council. On the motion of Principal Laurie, of Heriot-Watt College, seconded by Sir Henry Littlejohn, it was unanimously decided by the Council to instruct the Business Committee to consider the relations of the Scottish Universities with the Technical Colleges and to report thereon. It was pointed out that Technical Colleges throughout the country were undertaking work of a university character more and more every year—developing not only graduate but post-graduate courses of study. Principal Laurie said that unless some definite policy was drawn up and pursued there would undoubtedly be, in the future, a great waste of money and no little friction and difficulty.

On May 24th the Lord High Commissioner to the General Assembly of the Church of Scotland (Lord Colebrooke), accompanied by Lady Colebrooke, paid a visit to Edinburgh University. They were received by Principal Sir William Turner and several members of the Senate. The distinguished visitors were conducted to the University Library, where a selection of the valuable books and manuscripts had been arranged by the Librarian for inspection. Having been conducted through the Natural History Museum, the party then visited the M'Ewan Hall, where a short programme of music was played on the great organ.

It has been decided to institute a lectureship in General and Experimental Psychology in the University.

The Court of the University has approved of a proposal

that post-graduate courses in Medicine should be arranged for annually in the autumn, under the joint auspices of the University and the Royal Colleges.

The Students' Representative Council has decided to hold the British Universities Students' Congress in Edinburgh in July next.

The total number of members of the General Council of the University is now 9,735, of these about 4,200 are resident in Scotland.

On June 1st the death was announced of Dr. Fream, the lecturer on agricultural entomology in the University. Dr. Fream had devoted himself for many years to the science of agriculture, and had held positions in the Cirencester Royal Agricultural College and in the Downton College of Agriculture, where he introduced into England the study of practical biology as applied to agriculture.

The University of Edinburgh has lost a faithful worker by the death of Mr. Thomas Gilbert, who for nearly forty years has held the position of clerk and registrar to the University. For many years he had compiled the University Calendar. His death took place at his residence in Edinburgh on May 22nd.

LEEDS.

University News and Notes.

On the 4th of May, Dr. H. H. Turner, Savilian Professor of Astronomy in the University of Oxford, formally opened the Cecil Duncombe Observatory, recently established in connexion with the University of Leeds.

The existence of the Observatory is due, in the first instance, to the generosity of Major Duncombe, of Nawton Grange, who presented to the University the fine telescope which formerly belonged to his father, the Hon. Cecil Duncombe. The University consulted with the old-established Leeds Astronomical Society as to the best way of utilising the instrument, and the Leeds City Council contributed a suitable site in the public park, Woodhouse Moor, adjoining the University buildings. The telescope is an 18¼ inch reflector of the Newtonian type. The large mirror has had an interesting history. It was the first successful large glass mirror made in England. It is the work of Mr. G. Calver, of Walpole, Sussex, and was originally made for Dr. Common. When, later, Mr. Calver made for Dr. Common a 36-inch reflector (now known as the

Crossby refletor), the telescope was taken over in part payment, and subsequently purchased by the Hon. Cecil Duncombe. In addition to the large equatorial there are also a 3-inch transit instrument and a sidereal clock.

The Observatory is managed by a committee, on which the three bodies interested have representatives, viz., the University, the Leeds Astronomical Society, and the Leeds City Council. The curator is Dr. Dwerryhouse, of the Geological Department.

A code of regulations as to the use of the Observatory has been drawn up. These provide for the admission of members of the University staff, students of the University, members of astronomical societies, teachers and senior scholars in the schools of the Leeds Education Committee.

Professor Smithells has been re-elected Pro-Vice-Chancellor and Dean of the Faculty of Science. Professors Phillips, Grünbaum and Beaumont have been elected Deans of the Faculties of Arts, Medicine and Technology respectively.

LIVERPOOL.

University News and Notes.

The Council have appointed the Vice-Chancellor to represent the University at the quater-centenary of the University of Aberdeen, which will be celebrated in the month of September.

A letter has been received by Vice-Chancellor Dale from Sir Alfred Jones, the head of the famous shipping firm, Messrs. Elder, Dempster and Co., in which he generously says:—" I am glad to tell you that we have agreed to carry a number of students again from the Liverpool University for a voyage in our steamers during their vacation. I am encouraged to do this by the great success which attended the idea last year, when we carried a great number, and I am sure it can have only one result, and that is great advantage to the student himself. The better we make the student, the better we make our own possibiliies."

Two very interesting lectures have been given recently at the University, one on May 10th, by Mr. Warde Fowler, Fellow and Tutor of Lincoln College, Oxford, on Velleius; the other on May 18, by Professor Strong, on Catullus; the Man and his Poetry.

The Joint Matriculation Board of the Universities of Manchester, Leeds, Sheffield and Liverpool has recently announced that the arrangement whereby the matriculation examination can be held in July at a school as a form examination under the ordinary regulations requiring candidates to offer five subjects, and not allowing them to offer more, has been extended to meet the case of schools in which the curriculum demands six subjects. In such a case a form will be allowed to take *six* subjects, *provided that either Latin or Greek is included among them.* In order to obtain a matriculation certificate a candidate must satisfy the examiners in the two obligatory subjects and in three of the optional subjects, one of the three subjects being a language.

The Government of the Congo Free State has resolved to bear the expense which was occasioned by the visit of the members of the Liverpool School of Tropical Medicine during their sojourn on the Congo. These expenses, which include in a general way the maintenance of the expedition, the salaries of the attendants, and transport expenses, amount to £1,421. The Government desires by this decision to show its sympathy with the philanthropic work undertaken by the School of Medicine and with the spirit in which its members acquitted themselves in their mission to the Congo. The King of the Belgians has recently sent a complimentary letter contributing £2,600, in addition to the large sum he has already given to the funds of the School.

LONDON.

The Principals' Annual Report.

The annual degree ceremony took place on May 9th, in the University. Those present included Lord Davey, Sir Philip Magnus, Dr. Kenrick and the Vice-Chancellor, Sir Edward Busk. The annual report on the work of the University during the year 1905–06 was read by the Principal, Sir Arthur Rücker. The following passages have been taken from this report:—

The progress of the University has continued steadily during the last year. This cannot, perhaps, be better illustrated than by means of the total sums paid in to the bankers' account in each year since the University became responsible for its own finances. The figures are:—

Year.	Total Receipts. £	
1903–04 ...	60,581	London County Council subvention first received. University Extension work taken over during this year.
1902–03 ...	49,622	
1901–02 ...	29,788	
1904–05 ...	72,149	Goldsmiths' College taken over.
1905–06 ...	94,018	Training College founded in Goldsmiths' College.

The large increase in 1905–06 is chiefly due to receipts on behalf of Goldsmiths' College, which exceeded the corresponding sum for last year by £18,500. It need hardly be said that the expenditure of the University has increased *pari passu* with its revenue, though up to the present there has always been a small balance of receipts over expenditure.

The number of candidates for matriculation continues to rise, though there is a falling off in the total number of those who by one gate or another obtained admission to the University. The following are the statistics for the last two financial years:

Matriculation Examination and School Examination (Matriculation Standard).				Total Admissions by Matriculation Examination, School Examination (Matriculation Standard). and Registration.
Year.	Entries.	Passes.	Percentage of Failures.	
1904–05...	6,666	3,287	50·7	3,434
1905–06...	6,799	2,868	57·8	3,105

COURSES OF STUDY AND EXAMINATIONS.

The number of candidates for the various examinations is almost identical with that announced last year (being 10,826, as against a corrected value of 10,804), and it may be interesting again to compare the present numbers with those for the year previous to that in which the University was established on its present footing. The figures are as follows:—

	1899–1900.	1905–1906.
Matriculation and Registration ...	4,084	7,036
Preliminary and Intermediate ...	2,037	2,609
First Degree	863	992
Higher Degrees	148	122
Diplomas	7	67
Total	7,139	10,826

The actual entries into the University have during the same period increased from 1,854 (in 1899–1900) to 3,105 (in 1905–06), or by 67 per cent. The total number of internal students is now 2,901—an increase of about 12 per cent. above the figure for 1904–05, which itself was 10 per cent. higher than that for 1903–04. An unsatisfactory feature in these figures is the falling off in the number of candidates for the higher degrees. This has decreased from 207 in 1904–05 to 122 in 1905–06. As this will be considered carefully by the University, I will not discuss its actual or probable causes, beyond stating that the new tests for the M.A. degree are evidently very unpopular, and that there is a further large reduction in the number of candidates for the forthcoming examinations.

It is very much to be regretted that military lectures have attracted so few students that, unless a great improvement takes place it will be impossible to continue the experiment. It was foreseen that some years would have to elapse before any considerable number of undergraduates attended these courses, but it was hoped that they might be useful to Volunteer officers, and possibly to some officers of the regular forces. This hope was at first frustrated by the fact that different campaigns were prescribed for the University students and for officers; so that the lectures suitable for the first class were not useful to the second. The attention of the War Office has been called to this disadvantage, and it is to be hoped that means may be found for eliminating it in the future.

MANCHESTER.

A New Union Building Scheme.

At last definite steps are being taken to build and equip a new Union for Manchester students. After careful consideration and discussion, the committees of the Men's and Women's Unions have chosen a special Executive Committee and have issued an earnest appeal for financial aid. It is pointed out that during the last few years a rapid development has taken place in the University, the number of students has increased considerably, and the range of teaching been much widened. The growth has, however, not been accompanied by sufficient corresponding growth on the social side.

The Men's Union rooms over the small refectory in Dover House are small, inconvenient, and anything but comfortable. Those who know these rooms do not wonder why it is that the

membership of the Union has failed to increase with the number of students. A similar state of things holds on the women's side. There the present Union rooms are far too small for the number of women who are already members, and the want of accommodation has been severely felt for some time past.

After much consultation between the officials of both Unions and members of the University Council and Senate, it was decided that the only remedy for the present unsatisfactory state of affairs would be to build a new Union building modelled on the lines of those already possessed by other universities. It was proposed to erect one large building, which should be divided into three separate parts:—(1) A refectory to be used by all members of the University; (2) a women's union; (3) a men's union. The two unions would each communicate directly with the refectory, but not with each other. This course would have the advantage both of securing the erection of a finer building and of saving expense in erection and still more in subsequent working.

The Council of the University, recognising the necessity for providing for the social life of the students, have given hearty support to this scheme, not only in advice and encouragement to the Union officials, but in the practical way of offering an admirable site and by deciding to build the refectory at the cost of the University. The scheme has also received further substantial help. The late Mrs. James Worthington gave to the University the splendid gift of £5,000 for the benefit of the women students. This sum would be available under the direction of the Council for the purpose of erecting the women's part of the new building. With such practical support the scheme has been developed and the aid of architects obtained. The site generously given by the University is the plot of land bounded on three sides by Burlington Street, Oxford Road, and Lime Grove, adjacent to the University buildings. Admirable plans have been prepared, and the architects estimate the cost to be:—Refectory, £8,000; women's union, £5,000; men's union, £10,000. The first two of these items are already provided for, but until the third amount has been obtained the scheme cannot be proceeded with.

Sir William Mather is chairman of the Executive Committee of the fund, Mr. Alfred Haworth treasurer, Mr. G. C. Simpson chairman of the Union, and Mr. H. S. Ferguson hon. secretary of the Committee. The Executive Committee have subscribed among themselves upwards of £1,000 to start this fund.

OXFORD.

University News and Notes.

The accounts of the University for 1905 show, for the first time for several years, a credit balance. The adverse balance brought in from 1904 of £2,876 has been converted at the close of 1905 into a credit of £5. 17s. 8d. The total receipts of the year were £74,365, from external sources £15,775, including £5,000 from the University Press, £37,411 derived from University dues and fees (including examination fees £8,180, degree fees £11,459), from trust funds £13,283, and contributions from colleges for professors and common University fund £7,895. The expenses were:—(1) External, the outgoings on estates, £4,470; (2) internal, stipends of University officers, professors and examiners, £22,317; institutions and public buildings, £22,541; the non-collegiate and other delegacies with police, rates and taxes, £9,955; interest and sinking fund on loans, £4,461; special votes of Convocation, £1,529; common University fund, £6,207. A table of outstanding loans shows that of a total of £108,956, £69,640 has been paid off, and £39,316 remains to be liquidated.

The members of the Commission which has been sent to Europe by the Emperor of China for the purpose of studying methods of government, commerce and education, met with a very cordial reception on the occasion of their visit to Oxford on May 18th. In the presence of a large audience in the Sheldonian Theatre honorary degrees were conferred upon the visitors by the Vice-Chancellor.

Lord Curzon being prevented through illness from delivering the Romanes Lecture during the present term, Convocation has passed a decree postponing the lecture until Michaelmas term.

In a Convocation held on May 29, in the Sheldonian Theatre, the honorary degree of Doctor of Music was conferred upon Edvard Hagerup Grieg, the Norwegian composer. Dr. Grieg received this rare distinction in the presence of a large and enthusiastic audience. He was presented to the Vice-Chancellor by Sir Hubert Parry, the Professor of Music.

ST. ANDREWS.

The Buchanan Quater Centenary.

The following programme has been agreed upon by the Executive Committee for celebrating the four-hundredth anniversary of the birth of George Buchanan:—

The celebrations will be held at St. Andrews on Friday and Saturday, July 6 and 7. A service will take place in the University Chapel on the Friday at 12 noon. The delegates and visitors will meet in the United College Hall at 2-30 in the afternoon, when an oration on Buchanan will be delivered by Lord Reay. Mr. Andrew Carnegie, LL.D., Rector of St. Andrews University, will preside. The Senatus Academicus will hold a meeting immediately afterwards, at which honorary degrees of the University will be conferred on certain distinguished guests. The graduation ceremonial will be open to all the delegates. A dinner will be held in the evening, at 7 o'clock, in the Hall of the Students' Union. The forenoon of the Saturday has been meanwhile left unoccupied, but there will be a garden party in the afternoon in the grounds of the United College (weather permitting). Subscriptions towards the cost of the celebrations are invited, and should be sent to the Honorary Treasurer, Mr. William Wilkie. A subscription of not less than £1. 1s. will entitle the subscriber to be present at all the ceremonies (including the dinner). Mr. J. Maitland Anderson, University Library, St. Andrews, has been requested to bring together a representative collection of editions of Buchanan's works, and of portraits of Buchanan, and this collection will be on exhibition.

UNIVERSITY COLLEGE, BRISTOL.

College News.

The Council of the College have appointed the Rev. C. K. Pooler, Litt.D., Lecturer in English Language and Literature; Mr. K. H. Vickers, B.A., Lecturer in Modern History; and Mr. Carey F. Coombs, M.D., B.S., Hon. Demonstrator in Pathology.

Two large rooms in the medical wing of the College have been equipped as a laboratory and lecture-room for the new Professor of Pathology, Dr. Walker Hall.

The special Government grant of £850 has, with the concurrence of the Commissioners, been devoted to the following purposes:—The sum of £500 to the purchase of books for the library; £250 to the purchase of a gas-engine, suction gas producer and accessory plant for experimental purposes in the Engineering Department; and the remainder to the departments of Botany, Geology, Zoology and Physiology.

The Council of the College have decided to institute a lectureship in Economics, part of the cost of which will be derived from the interest on the Whittuck Fund.

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University Studies and University Residence.[1]

BY

PROFESSOR PATRICK GEDDES,

University College, Dundee.

LET me speak first of university studies, because university residence is the endeavour to organise the most favourable conditions for these. And since this guild is in the mood for connected studies, for organised courses, let me suggest one also; that in a university the study of the history of universities, of the evolution of higher education, as yet nowhere adequately recognised so far as I am aware, is worthy of serious attention, and this not only of investigators and graduates, but of undergraduates and extension students also. For despite all that might be said, and that must be remembered, with regard to the duty of universities to conserve their vast and glorious heritage from the past, it has assuredly been the central strength of universities to be also in direct association with the needs and life of their communities, and a constant source of weakness and decay to forget this. Only so far as they are in living touch with the life and needs of their time do they really utilise this great heritage; when in would-be pious conservatism they concentrate only upon its care, irrespective of living

1. An Address to the University Extension Students' Guild, at the University of London, South Kensington, February, 1906.

needs, it moulders within the reverently folded napkin. Alike, therefore, for its historic interest and its contemporary application, let me briefly recall the long history of universities, say rather of the University, in the lay and general sense, reminding you even of its remotest origins in the observatory-towers of Chaldea, the university-temples of Egypt, of its glorious renewal in the supreme city of Athens, from which still we derive our highest ideals and inspirations, and, further, of its practical re-organisation of studies in that university of Alexandria, from which our conventional grammars, our Euclid and the like have actually come down. Even the Arab world should be brought into our survey, if we are to follow closely the thin stream of continuity, which carried on this ancient past into the mediæval world.

Still, for practical purposes, the history of universities may be taken as beginning with the Middle Ages; and disregarding minor and specialised beginnings, like those of Salerno in medicine and Bologna in law, the university in its more comprehensive cultural sense appears essentially with the University of Paris. This central university of Christendom, by its example and its impulse, stimulated the rise of other centres, among which one may naturally first name Oxford and Cambridge. Montpelier and many others on the Continent might also be mentioned, or, returning to Great Britain, the smaller and later Scottish universities would in various ways reward our inquiries. But here it is enough to recall the mediæval university in its broadest and most general outlines; notably, therefore, its "trivium and quadrivium," the trivium of grammar, logic, and rhetoric; and the quadrivium of arithmetic, geometry, astronomy, and music. This curriculum has long survived, so that until not so many years ago in Scotland, despite certain changes, the degree was still a matter of "the sacred seven," and we find them needful for the interpretation of established systems everywhere. My essential point, however,

is that with this university system, there grew up appropriate residence as well, life thus adjusting itself to thought. In relation to the thought-world of this mediæval type, the mediæval residential system was conditioned largely in its externals by the poverty of the student, but also, and more essentially, by the intense intellectual enthusiasm of the time. It has been too long the fashion to sneer at the schoolmen, to undervalue the intellectual life of these mediæval universities; but whoever takes the trouble to make any serious historical inquiry into them, whatever may be his opinion of the intrinsic value of their studies, is compelled to respect the acuteness and vigor, the moral intensity also, of the men who pursued them. While this mediæval type of thought and life went on developing or degenerating, continuing and reproducing itself, new factors came into play. Essentially outside the mediæval universities arose the Renaissance, for it is an oft-told tale how not only fugitives from the fall of Constantinople, or radiating anew from Italy, but here, there and everywhere, scholar and antiquary, artist and poet, philosopher and mystic gradually developed a new ideal and phase of culture—a kind of university extension movement as we might almost call it, had it not been so largely extramural, so often outside the university altogether. Patronised by the cultured banker-despots of Florence, by the great ladies of the period also, the new learning gradually gained official ground; hence we commonly map from Florence the rise and spread of this new type of culture, and these gradually developing, took form as what we may begin to call the Renaissance Universities. Thus, though at Paris survived the mediæval Sorbonne, the renaissance university ideal attained corporate existence as the Collège de France. Hence the high prominence given to Hellenic studies; hence the literary refinement which the mediæval university had not known; but hence, also, the further decline of its curriculum, the quadrivium especially, with

that intense concentration upon grammar and rhetoric to the detriment of other studies, from which the educational world suffers to this day. Thus what was practically a new university appeared, in super-position upon the older mediæval type and its institutions, as at Oxford and Cambridge, or independently founded as at Paris. Now developed that sense of the splendour and dignity of life, that new magnificence of architecture, which was needed to express the ideals of the renaissance, which now centred round the hall and court of the palace, and were no longer primarily those shared with the cloister. Thus arose a more stately and luxurious form of associated life, a more joyous and genial one also ; and of this it is the glory of the great English universities, at their best, to retain the most persistent modern expression. In short, then, a different type of residence thus arises, and to the poor mediæval scholars succeed the fellows and the dons : the traditional contrast of the gentleman commoner and the humble sizar long representing this succession of historical formations.

A new development in turn arises. Thanks to the magnificent renaissance colleges, the renaissance education, or at least the survival of it, is largely continued in England; but in Paris especially arose a new movement, again extra-mural; that of the *Encyclopédistes*, the "*philosophes*," who, first in their garrets, and by and by in the salons, developed a new and varied interest in fresh forms of culture, a new criticism of thought and life, an eager interest not only in new ways of thought but in corresponding action. This group of encyclopedists history centres around the *Grande Encyclopédie* of Diderot, It is the central work really of the eighteenth century, and although banned by the old Sorbonne, and largely ignored by the cultivated Collège de France, it made its way; in fact, its contributors and readers developed a sort of university *de facto*, although of course never formally constituted, much less legally

or officially recognised. But this encyclopædic movement of France soon passed into Germany; and there becomes recognisable in the "Aufklärung," with its illuminating conceptions, its new interests, its activity in all fields of knowledge. And as Berlin had been deeply and thoroughly Parisianised by the Huguenot exodus, and again under Frederick the Great, so finally under the brothers Humboldt, who may be best understood as *philosophes* come into educational power, there arose the characteristic central type of the modern university order, the immense and magnificent University of Berlin, with its freedom and learning and teaching, its ideal of the open investigation of every subject. I may quite fairly, indeed almost historically, express this new attitude of the German university world, despite survivals from the mediæval or the renaissance type which had in turn decayed, as having been produced by the breaking up, as it were, of the *Grande Encyclopédie*, and the serving out of its articles, from A to Z, to different contributors, who thereupon became the professors and the special investigators of the German universities. We may in fact look at the development and investigation of each and every subject from Anatomy or Assyriology down the alphabet to Zoology, as being the continuous improving and perfecting of this Encyclopædia; much as we naturalists, with every new species we find, are still carrying on Linnæus's enumeration of nature; or as our own "Britannica" is the ninth or tenth edition of the translation of that famous work, which we adapted to English use, much as we now-a-days adapt French plays.

This encyclopædic development has through Germany been influencing our own universities deeply and widely, and its influence is far from ended, so that if we cannot claim as yet to have our encyclopædic university in Britain, we have at least everywhere the beginnings of it. In the United States it has also been long incipient; and since the establishment of Johns

Hopkins University at Baltimore, it has become dominant. We hear more and more of great new foundations, such as Chicago, each an encyclopædic university, which recognises all learning with the fullest division of labour, so that in Chicago, as in Berlin, there may be half-a-dozen professors concerned with English literature alone, while in this country we think ourselves progressing where we establish a single one. Missionaries have been going forth from Germany into the dark places of the earth, so that more than a generation ago Max Müller, the typical German professor of philology, reached Oxford for instance; and since then for many such invaluable impulses we have to thank our German immigrants. Next, some of our own students, pioneered by Coleridge and Carlyle, went over to Germany and brought back more seeds of this new learning to stimulate our British universities; and hence among these we may at present fairly give the palm to Cambridge as having become the most active in the world of specialist research. The great museums of Cambridge in their recent extension may, in fact, be taken as the fullest example in Britain of the academic recognition of encyclopædic investigation, though, of course, the like are arising everywhere.

Turning now from university studies to university residence, neither the mediæval students nor the associated fellows of the renaissance college now occupy the essential place; we have come to the solitary workers, from the garrets of the encyclopædists to the professors in their chairs, the research workers in separate laboratories or libraries. Since it is the characteristic of this period that everyone is occupied with his own special subject, each individual tends to become an isolated unit; so you get the breakdown of university residence throughout Europe, and even in Oxford and Cambridge the development of unattached students, of non-collegiate life in lodgings, of fellowships held outside college life. As the mediæval scholars or the renaissance fellows represent the

forms of residence appropriate to their historical phases of university development, so now the specialist encyclopædic phase has as its characteristic type what I may fairly call the hermits, each in his own separate cell. If one thinks over his friends and acquaintances in Germany or America, one sees each at work on his own subject in a laboratory or den of some sort. Yet associated life as a fundamental need constantly reappears, and in the appropriate forms; the old scientific societies scarcely meet the want, so a new and more specialised form of these appears; the hermits gather for periodic scientific exercises into the guild-house or chapel of the order, which is now called the "Seminar" or the "Verein," for discussion of ideas and mild fermented beverages.

This last seems to most people the end of the university developments, and it certainly is as yet the greatest and most flourishing one. Still, there have been other attempts at university organisation and life. After the encyclopædic movement there arose the French Empire. As empires always have done from Rome onwards, it wanted practical men, thinking all others as useless, if not as mischievous, as did the Romans the sophists of the Greek decadence. Said Napoleon, I have no use for your "idiologues" and your "philosophes." When the Republic was passing towards the Empire, it told Lavoisier that "the Republic has no need for savants:" what such political structures require is a soldiery, an administrative bureaucracy, well-administered taxpayers, and to discipline all these; and so it developed its codes, its programmes, its examination system, its degrees. The subjects of the encyclopædia were now no longer matters of inquiry to be investigated anew. The details and the skeleton of the encyclopædia were henceforth at once matters of fact and faith, to be memorised and acquired; for now it was discovered that memorising, the drill of the functionary and the soldier, could make the taxpayer docile as well. Thus arose a university of a

new type, the Napoleonic "University of France," a magnificent conception from the standpoint of bureaucracy, in fact, its most complete and successful creation in history; but from the standpoint of flowering in the world of intellect or ideals, one must call it a kind of arrested bud. Following upon this, arose the University of London, in its old examination form; and upon these examples there arose an immense number of further developments, not only of "higher education," but of secondary and primary instruction also, which I can only speak of as dry sticks without any buds at all. This Paris examination-machine has, in fact, been increasingly dominant throughout the nineteenth century; but under the recent example of China we may hope speedily to deal with it, China having now suddenly become in this matter the most revolutionary of civilised powers.

But this is not the last word of French education; beyond this, under the influence of defeat and national disaster, arose a new university development. As after the Battle of Jena arose the German University in its nineteenth-century activity, so after the world-transforming events of 1870-71, the utter crushing of the French Empire and the rise of a new order of things, there arose a renaissance of French education, one comparable with that of Germany at the beginning of the century. In fact, I take it there have been two main movements in higher education in the nineteenth century; one of these the renewal of German universities after the Battle of Jena, and similarly the revival of French education in consequence of the Battle of Sedan, the capitulation of Paris, the loss of Alsace and Lorraine. I am well aware that many may think this statement exaggerated, and since this reorganisation only began in 1878 or thereabouts, it has not yet had sufficient time to show its fruits, much less to exert an influence comparable with the older German one upon America or upon ourselves. If I mistake not, Dr. Wenley, of Ann Arbor, and myself, on this side, are

two of the oldest men who have come in contact with this movement; our seniors were too old of course to profit by it, their wandering student days being by that time over, while of our successors, most have naturally followed their elders to Germany rather than to France, though I am glad to say an increasing number now begin to profit by both these great opportunities. What, then, is the modern University of Paris?

The imperial examination-machine has been broken up, and the leading historic regional universities have been reconstructed as teaching institutions. So that in Paris instead of the formidable institution of the great Napoleon and of its re-decayed Sorbonne of the Second Empire, we have again a great teaching university; and this, in numbers of students and of teaching staff—of course a rough way of judging, but still useful—answers pretty much to what would be if all the universities of Great Britain were established here in South Kensington, and a big German or American university thrown in; then, and only then, should we have something corresponding to the University of Paris, with its sixteen or eighteen thousand students and its innumerable teachers. That this enormous development is to a large extent disastrous, that it expresses a depletion of the provincial universities, is is only too true; still, contemporary with this awakening of Paris, the provincial universities are also arising anew, and this largely, of course, upon German specialist lines, which as modern institutions they must do, yet also with a new character. How are we to distinguish these new universities, or rather the new element in them, from those of the encyclopædia, of the renaissance, of the middle age? As the encyclopædic and research movement is characterised by the minute and patient analysis in all departments and sub-departments of knowledge, the new French universities have had first of all to bring themselves up-to-date, and this they have admittedly

been doing; but they also go further: for their best element includes not only this German impulse, but "*les qualités françaises.*" In a word, they are characterised not only by renewed research, but by the aim of synthesis, an idea which, despite the qualities and advantages of the encyclopædic type of university, is still frankly absent in it. In the German "Faculty of Philosophy" we have still an alphabetical order; in the British analogues I doubt if we have as much; in both there is too much isolation of thought from life, of both from art, and from social ideals. As the actual type and symbol of the German university at its best may be taken the two statues which sit outside the University of Berlin, those of the brothers Alexander and Wilhelm von Humboldt, uniting between them, as they did in their day, the widest knowledge of nature and of the humanities, but still not reaching any adequately definite conception of the relations among these; whereas, outside the transformed Sorbonne now stands the monument of Auguste Comte, to be understood also not in its strict personal significance alone, but as a symbol of synthesis; a synthesis not only of science and history, of nature and the humanities, of physical and biological and sociological science, not only as a conception of the unity of scientific culture with art and literature, but an expression of the needed application of synthetised knowledge and moralised action towards the regeneration of society, and the internationalisation of the world. Such ideas lie beyond the hermits of the specialist laboratories and seminars of research; they grow up only in fuller life and in wider discussion; and the intensest focus of discussion, once in the mediæval disputation with its antique wranglers, next in collegiate common rooms, and of late in the research laboratories and scientific societies, has now passed on into wider and more open gatherings. Of this synthetic movement, still of course but beginning, a vivid symbol was afforded by the "Palais des Congrès" of the Exposition of 1900. All have heard how in the Middle Ages

thousands of students crowded to Paris and its congeners, but to these congresses of 1900 came something like 130,000 members. In its best and widest sense, then, the term "Université de Paris" is being no longer restricted even to the reorganised corporation of that name; it begins more and more to express the immense culture-resources of Paris, the Louvre, the Bibliothèque Nationale, and the art schools, the museums and learned societies of all kinds, as well as the Sorbonne, and the schools of medicine and law. This synthetic conception, henceforth civic as well as academic, involves that here in London we should look at the British Museum, the National Gallery, and the great institutions of South Kensington, as part of the true University of London in this vital sense; and recognise schools of art and of engineering, colleges of music and of science, with all the unattached societies and workers as truly forming part of that great spiritual university which must ever transcend and outgrow the definite faculties and corporations.

Nor does even this coming utilisation and incorporation of all the culture resources of London complete our conception of what the term "University of London" should stand for. We have here a new and social beginning, in its way an advance upon Paris, as that has advanced upon Berlin. Again, indeed, a small beginning, for as the encyclopædists began in garrets, so this social movement began in slums. The first of these places was Toynbee Hall, and one of the next in order of time was University Hall at Edinburgh; but now special directories exist as guides to the multitudinous hostels which have arisen, like the convents of a new order, of which Toynbee has been the saint, and Barnett the general. If the University Extension lecturers have been a new type of preaching friars, the student-citizens of Toynbee may be called a sort of modern analogue to the Third Order of St. Francis. Both these movements have influenced other countries, particularly America and France, and

the "Université Populaire" of Paris, the settlements of New York and Chicago alike acknowledge impulses from London. With this movement may be broadly associated that of University Extension, originally stimulated from the more democratic universities of Scotland, but much more successfully naturalised south of the Tweed.

What now is the practical problem of University Residence before us? Is it not the organising of centres which would renew the eager interests of the mediæval hostel, its economy and simplicity also, yet retain the elements of refinement which the renaissance order brought in, which would bring together workers from every field of intensified and specialised research, and so accustom each to other and unfamiliar aspects of knowledge, and to their continual reinvestigation, which would thus gain more and more of the synthetic element and, in short, unite here in London the best traditions, notably those of English and Scottish university life, with those of Berlin and Paris. That assuredly is no mere hypothetical or ideal scheme, it is an increasingly realisable one, and this alike of university studies and university residence.

So far, then, this long historical outline. It is necessary to survey the question fully and widely, for there are minds to which the setting up of university residence appears a simple matter, one mainly of lodgings and rents; whereas it is the taking our part in the worthy renewal of a tradition which goes back far beyond the present survey altogether, beyond the brotherhood of Pythagoras, the schools of the prophets, And the form in which it now presents itself is no longer merely academic; it is also a social one, involving the association of both town and gown. Instead of the town and the gown fights which disgraced both the mediæval and renaissance order, the contempt or indifference to the "Philistines" which have characterised the encyclopædic universities, we are learning to organise the interaction of university

and city, and to look for yet further development of the movement of University Extension. It is as a student of the history of universities, and as a wandering student of many presentments of the various types we have been considering, that I have been at work in Edinburgh; my problem being that of helping to grow some form of university residence which should utilise this long historic development, and yet be in the spirit of of our own time, or at least of the opening one.

Coming at length to concrete record and business detail, our Edinburgh hostels began in the smallest and simplest way. We started in 1887 with three commonplace little flats, in one of the less unfavourable situations of the dilapidated "Old Town," and with only seven men for the first summer. Gradually more came in, but at first slowly and irregularly; still year by year the curve has gone up, and of recent years more steadily, from seven in the first year we have at least 130 now—a multiplication more than eighteenfold for the eighteen years of our progress. If this rate can be continued for another half generation the growth may be sufficiently rapid; for the University of Edinburgh would thus have been adequately supplied with residential facilities within a single generation. Even as things now stand, still in the day of small things, this method of slow and steady growth has been associated with the improvement of a substantial portion of the old town; it has been helpfully suggestive towards those wider issues in city development which must soon be pressing for solution; while just as an Oxford or Cambridge college develops this or that special contribution towards the teaching and research resources of the university, so its "Outlook Tower" may be taken as at least a germinal contribution towards the reinforcement and the organisation of studies. The principle I would here insist upon, however, has been of supplying residence, and in this of gradually adding house after house, not of

developing as one great institution; and, further, from the very outset, of trying to establish what bacteriologists call "a pure culture," a leaven which can be safely used to start new fermentations elsewhere. That is to say, leaving metaphor, given a small group of good men, from among these there gradually mature leaders available for the start of new groups, new houses; around these new undergraduates naturally group themselves; moreover a proportion of these senior men by the natural progress of life develop into what are practically the Fellows of our incipient college.

Note here a business idea in all this. Everybody knows that Oxford and Cambridge are reckoned as rich, and that Edinburgh and London Universities are poor. But when one looks at the facts more carefully, one sees that in a deeper sense the reverse is true; for though Oxford and Cambridge have their considerable collegiate endowments, they have to spend these endowments in keeping up an artificial population of educated men in what would otherwise be minor country towns, whereas in Edinburgh, and still more in London, we have an enormous, a practically unlimited population of educated men, hundreds or thousands who are there, not because their university induces them to stay there, but because with their professional outlook they cannot go elsewhere. In short, in our large modern residential cities there are practically unlimited numbers of potential unpaid Fellows, awaiting utilisation in the service of the universities instead of needing endowment by them. For instance, in Edinburgh we have hundreds of men at the Bar alone of whom the vast majority have ample leisure; hundreds of other specialists and of many kinds. Thus, for instance, while everybody knows that Cambridge is the mathematical metropolis, and that Edinburgh, despite the eminence of its single mathematical professor, necessarily bulks very small beside it, there is one very distinct way in which it is Cambridge that stands upon a siding, while

Edinburgh might move ahead. For as the traditional headquarters of life assurance in Great Britain, we have a whole "Faculty of Actuaries," who are all the time occupied in the realities of mathematical investigation. Although they are from the present standpoint of the university, entirely lost to it as teachers and investigators, still they do publish papers; and from my own personal acquaintance among them I know one, an old senior wrangler, still busy writing mathematical papers in his spare time, another who has edited Napier's Logarithms, a third the editor of a mathematical journal, a fourth as a private mathematical drunkard, and so on. Now, each of these men, instead of merely being uselessly "LL.Deified" towards the close of his life, should be, in my view, taken hold of earlier, and recognised as the Fellow, or still better as the "Professor Extraordinary," he would be in an English or German university: let him be invited to teach in this or that special department in which he is actively interested; say to give him two or four or six or ten lectures. And thus we should have an output of mathematical papers and books, perhaps even a great mathematical movement in Edinburgh analogous to its medical one. It is no mere tradition of local patriotism, but surely a matter of common knowledge, that Edinburgh has been once and again the medical metropolis, and this not only of these islands, but sometimes even of the world, and the explanation of this admitted pre-eminence of the medical faculty over its congeners is not far to seek. Since the foundation of medical teaching in Edinburgh there has been absolute freedom of learning and teaching; so that any medical man in the city has the right to inform the university that he desires to be recognised as an extra-mural lecturer in anatomy, botany, surgery, medicine, what you will, and the university, after satisfying itself that he possesses the needful credentials and appliances, leaves him to do his best. If the university professor be

efficient, he thus trains young and active rivals; if he be less efficient, new rivals appear automatically. Thus every subject in the field of medical education comes to be adequately taught, and this often by a choice of teachers, so that the student may have the advantage of travel without having to go abroad; he may select his teacher, or attend one after another, and thus appreciate fresh points of view. This I take to be the root explanation of the eminence of our medical school; and it is satisfactory to see a great new university like Chicago directly importing that characteristic feature of Edinburgh; I doubt not it will become more and more developed in other cities, and I hold with those who would adapt it to every other faculty as well.

Returning now to the potential Fellows of our Edinburgh halls, they often remain in residence among the undergraduates for years; and even when they marry and settle down, instead of being lost to their little colleges, as they were under the celibate traditions of the English fellowships, or at least settling down some distance away in a too distant quarter of the town, as they are apt to do in Oxford and Cambridge, we are able sometimes to build them houses or flats in our growing group of hall buildings; thus instead of having lost one fellow, we have gained another, and one interested in the student community and beginning a new social circle within it. In such ways then, without endowments, and with but scanty capital, but by a gradual process like the rolling of a snowball, it has been possible with modest means to create an institution which would have required perhaps a quarter of a million to establish in Oxford or Cambridge or St. Andrews, where it would be necessary to give and endow everything. This simple process, which has worked out in experience, is equally, nay, far more easily applicable in London. The association of such hostels, not only with the antique faculties, but with the modern faculties in their widest sense, so that the artist,

the schoolmaster, the actuary, the engineer, and the like, are as welcome as are the doctors, the lawyers, the divines, would in London be easy and obvious; and at many points this might also go on with the improvement of this and that region of this gigantic city. London, vast and un-co-ordinated though it be, contains many potential university cities. Kensington, with its museums, its teaching institutions, is only one of these; Chelsea, with its traditions and its studios, obviously another; why not Hampstead, with its large cultivated population, a third? Bloomsbury, with not only University College, King's College, the School of Economics, the Inns of Court all within hail, but with the world-central British Museum, offers possibilities in many ways incomparable; yet in Westminster, with its Abbey and its schools, not to speak of other institutions, what an unrivalled centre also? Thus London teems with possibilites for the gradual, yet speedy development of a system of university residence not less vital in its own way than has been that of the great English universities in theirs. Such a system of residential halls, reinforcing as it would the network of settlements, but in closer contact with the university in both the special sense and the general one, would thus notably advance the interests alike of culture and citizenship. The time is at any rate fully ripe for beginning at any and every convenient point the modest residential halls which may be future colleges in germ; and to initiate such an association of town and gown is within the possibilities of any small group. Its consideration at least may be fitly submitted to this guild of students, since itself a first-fruit of that union of the studious and the social life, which is needed, and at many points, before we can adequately solve the problems of university and city.

PATRICK GEDDES.

LAO-TSZ AND K'UNG-FU-TSZ.

The Parting of the Ways, or Laocius and Confucius as Rival Moralists.

BY

PROFESSOR E. H. PARKER,

Professor of Chinese in the University of Manchester.

THERE is much that is very naïve and human in Chinese history, and the more we venture beyond the mere fringe of its vast bulk hitherto accessible to European students, the more it begins to dawn upon the explorers that Chinese aspirations and revolutions 2500 years ago were remarkably like those which stir our own passions in present times. Two thousand years before the French Revolution, almost to a day, the Chinese had their great upheaval, their contest between nascent liberalism and the inert conservative past: from a political point of view the struggle ended, after a liberal innings, in a perennial triumph for bureaucracy, and China has remained bureaucratic, and consequently unprogressive, until our own day, when we once more see her bestirring herself.

B.C. 2800—B.C. 800 ROUGHLY.

There is no record of any great politico-religious struggles during the patriarchal and semi-mythical periods of Chinese history; but from the fragmentary records or sermons that survive, there is no reason for doubting that a civilisation, as respectable as those contemporaneously at work in the Nile and Euphrates

valleys, was steadily advancing between B.C. 3000 and B.C. 1000 in the valley of "the River," which, emerging from the mountains and the unknown deserts of the west beyond them, cut through the rich loess plains, and entered that part of the Yellow Sea now called the Gulf of Pechili, at ever-shifting points between the modern treaty-port of Tientsin and the north-western parts of the Shan Tung province of our maps. We must first accustom ourselves to this amended and circumscribed view. China, as we now know it, must first be bisected from north to south, and then from east to west; it was only in the north-east of the four quarters thus apportioned that the ancient *tao*, or "road (of civilisation)," had vogue and was developed. The sea coasts, Corea, Japan, South China, West China, Tibet, and Tartary were almost totally unknown, except, in a limited measure, to the traders of each frontier vassal state coterminous with the barbarian; and, during 2000 years or more, the industrious cultivators and weavers of the "Central Plain" were gradually throwing out colonies, like tentacles, always advancing under the protection of their patriarchal and feudal rule, irresistibly absorbing into their administrative system the various cognate tribes as they rolled outwards fanlike towards the sea, towards the desert, and towards the Yangtsze valley and the great lakes.

THE HOANG HO, OR YELLOW RIVER.

It is only in the middle of the ninth century B.C. that vague sermons and denunciations yield to practical business, that dates and facts become at all definite; and by that time the imperial power had already lost much of its virtue; in other words, the old machinery was effete for the purposes of extended activities, the vassal states were beginning to assume independent airs, and the situation somewhat resembled that of the decadent Roman Empire, when ambitious Cæsars, barbarian or civilised, arrogated power in the provinces, or flouted the

authority of the nominal Augustus at Rome and Ravenna.

THE VASSAL STATE OF TS'I (STILL THE LITERARY NAME OF SHAN TUNG).

Amongst the first of the vassal states to achieve conscious greatness was that which roughly corresponds to what we often call the "German sphere" in the Shan Tung province of to-day: owing to the founder of this vassal line of princes having been commissioned by the *Rex*, or Emperor, to govern according to the principles of *tao* (B.C. 1100), this prince is sometimes ranked by Chinese literary men amongst the earliest apostles of Taoism: some of his writings were still extant almost at the beginning of the Christian era, and possibly even now there may be a few fragments still left to us, floundering in a sea of commentators' glosses and disputes. Be that as it may, in the year B.C. 685, after a steady succession of fifteen rulers—in all but two cases, sons of their predecessors—a very distinguished prince came to the throne, just at the moment, too, when a strong hand was urgently needed in China, in order to protect the imperial throne from the early Turks, and from encroachments of ambitious vassals. He had the good fortune and the good sense to take into his service a quondam enemy possessing great administrative talents, and under the latter's brilliant statesmanship the prince became the first of the so-called "tyrants" of China, that is to say, the temporary *de facto* emperors, recognised as such by the other "great powers," even including in a measure even the *de jure* Emperor, and making it their business to preserve the balance of power between the imperial domain and the feudatory domains. The capital of this

LÜ SHANG, OR T'AI KUNG.

DUKE HWAN OF TS'I.

HIUNG-NU, HUNS, SCYTHIANS, (LATER) TURKS.

KWAN CHUNG, OR THE PHILOSOPHER KWAN-TSZ.

WU PA, OR 'FIVE TYRANTS.'

powerful state bears the same name now that it did 2700 years ago, that is to say, Lin-tsz, as marked upon any map; it was then one of the great marts of China, and about the only one which was not situated on or near "the River," *i.e.*, the Hoang-ho, or "Yellow River:" the most northerly of these great fairs was at Choh-chou, near modern Peking, then also known by the same name as it is now. The brilliant statesman who thus succeeded in securing for his princely master a distinguished pre-eminence in politics is one of the best authenticated careers in Chinese history. His policy was to avoid frightening the smaller feudal states, or driving the larger ones to increase their armaments by a show of military power; but to foster trade, fisheries, and the salt industry; to establish bagnios in his gay capital, where the merchants of other states might leave the money they had just received in exchange for their goods imported; and to develop military strength in secret with these resources. This statesman was also a philosopher of the first rank, and a considerable portion of his writings have come down to us *en bloc*, besides being quoted from century to century by scores of other writers. By some he also is classed amongst the earliest Taoists; but, as in the instance already cited, it must be borne in mind that the "*tao* family," as the Chinese were then beginning to call them, were still harping upon the old *tao* (road) and *têh* (virtue) of the ancient literature and kingly ideals, and had not yet developed into the quietism of Laocius, coupled with the liberal and democratic development of *tao-têh*.

B.C. 685—591.

The Five Tyrant period lasted for nearly a hundred years, that is, down to B.C. 591, and meanwhile the imperial power was becoming more and more contemptible; its position *vis-à-vis* of the five principal vassals, was akin to the position of the temporal Popes at their weakest, when the Italian duchies and republics were at their strongest. Laocius was keeper of the archives at the

imperial metropolis towards the end of the sixth century. Very little beyond the place of his birth, an account of his quietistic mysticism, and a description of his interview with Confucius is related in the chapter specially devoted to him by the official historian of B.C. 90, but there are so many quotations made from his book by that historian, so many specific allusions to his book, and so many criticisms of it, that there can be no doubt whatever of the confident belief, never once questioned in standard history, in the existence of both author and book. As to life details, no more is told of Mencius, or, indeed, of nine-tenths of the distinguished Chinese of those days; these were the very earliest ideas of biography. The story goes that Laocius, having developed—not out of his own imagination, but from a careful pondering over the old *tao* and *têh* of the classics—a new quietistic conception of how human affairs once presumably were, and ideally should be regulated; and having collected, by correspondence and by discussion, quite a large circle of admirers round him, in the end grew so disgusted at the obsequious time-serving ways of the Confucian and legist schools, at the contempt with which the ambitious warrior princes treated his efforts to ameliorate the condition of mankind, that he shook the dust of China from his feet and hied him, so to speak—

"To the West, to the West, to the land of the land of the free."

EITHER THE SAN, OR THE HAN-KUH PASS, BOTH STILL SO CALLED.

Arrived at "the Pass" on the frontier, the guardian of the pass, already a sympathiser with Laocius' doctrines, invited him to commit before leaving for good the essence of his teachings to the permanency of a book, which was accordingly done, and that is the still existing work in two parts for many centuries known simply as "Laocius," just as we to-day talk of buying a copy of Homer or Shakespeare. It consists of

THE TAO-TÊH

P'IEN; AFTERWARDS TAO KING, *AND* TÊH KING; FINALLY TAO-TÊH KING.

about 5,000 words, divided into two parts, one principally treating of *tao*, or the providential-road, and the other principally treating of *têh*, or the virtuous-grace resulting from a consideration of *tao*. It is often called Lao-tsz's *words*, as well as Lao-tsz's *book*, just as at the destruction of literature in B.C. 213 it is said, "and the *words* of the old writers were burned up." Books, it must be remembered, consisted in those days of thin strips of bamboo strung together like a bunch of our modern tramway tickets, or address labels, by means of a leather or silk thong at one end of the tablets, each tablet from eight to twenty inches long, containing one single column of fifteen to thirty characters, according to the dignity of the subject; these characters were painted upon the bamboo with a bamboo style dipped in varnish, or in the black ink used also for branding criminals; and errors were scraped off with a knife, whence the stereotyped term "clerks of the knife and style" for what we should call "scribes," Books, before the use of silk paper, paper from waste products, and ink from soots and resins had been discovered, were thus very cumbersome things, both to prepare and to carry, more especially when we reflect that the ancient hieroglyph or written character contained very many more strokes than did the characters of B.C. 200, not to say the modern: hence the whereabouts of each laboriously prepared book was well known to the few hundred, or at most thousand or two, of scholars who monopolised the learning of the empire. The list of Taoists who "received" and transmitted Lao-tsz is still on record. The reproduction of books was not only laborious, but very costly, and therefore then as now—but then much more—it was the practice to "receive" books orally from a master, and retain the passages one by one in the memory; we read of poor scholars seeking work from town to town, carrying with them as a load the one book—

for few studied more than one out of the half-dozen or a dozen classics then in existence—they happened to affect, and humming it over, passage by passage, in their leisure hours in the hostels or on the road. The Guardian of the Pass himself wrote a short work in the sententious style of Laocius; and, like his master, in this work he adheres to the innominate style of general propositions, avoiding all mention of specific places and persons: in fact it was a "fad" of all quietist Taoists to keep even themselves innominate, for which reason the very names of most of them have never been ascertained beyond their *noms de guerre*; hence scepticism as to their existence at all. I possess a copy of the Guardian, but as it has come down to us it cannot be proved to be the ancient work still known to the scholars of B.C. 10, for though mentioned as being in the imperial libraries at that date, in the third century of our era the imperial libraries were totally destroyed, and no fresh copy was forthcoming until 800 or 900 years ago.

KWAN-YIN-TSZ OR "PASS-KEEPER."

During the Fighting State period (B.C. 480-230) immense diplomatic, legal, and philosophical activity reigned in China—always the one single quarter-section or north-east portions as above delineated. Laocius, whose disappearance from China seems to have taken place about B.C. 500, and Confucius, whose history of his native state during the most of the Hegemony period and down to the beginning of the Fighting State period has come down to us, was dead too, having experienced much the same disappointment as Laocius. Confucius' native state like the highly literary and commercial state first described, was also contained within the bounds of the present Shan Tung province, of which it occupied the southern and western portions. He was

(B.C. 722-481)

THE STATE OF LU.

STATE OF TS'I, ALREADY DESCRIBED.

an official and a pedagogue, and, like most of the learned men of his period, from time to time went upon travelling excursions into the loosely confederated states of the Yellow River valley, with a view to counteracting, so far as he could, the ambitious and restless tendencies of the times. The learned of old China were in this respect like the instructed monks of ancient Europe endeavouring to calm the ambitions of the Saxons, Normans, and Goths. Like Laocius, Confucius had sought inspiration from the unadulterated ancient literature available to both; that is, the Rites of the then reigning Imperial Dynasty, which which had ruled and had nominally governed ever since B.C. 1122; the ancient political Cosmogony, known as the Book of Changes, a still more ancient work remodelled and amplified by the founder of that same dynasty; the laconic annals of the patriarchial period ending with the year B.C. 721; the popular songs of China, in which the people of the various states expressed their political and social emotions. There were also other works of which we now know very little except the names. The great difference between the two masters was this: Laocius, being a recluse living at imperial headquarters, and taking no share in legislation or executive functions, believed that he saw clearly from the mass of archives, which lay at his almost exclusive command, the utter hopelessness of expecting anything good from military ambition, commercial greed, and empty majesty, at least so far as the happiness of mankind was concerned; and, of course for him, "mankind" meant China. He argued that each human life was of equal value, and limited by the natural capacity inherent in it; therefore, that no amount of solid possessions or empty rank could

THE LI, OR LI-KING.

THE YIH, OR YIH-KING.

THE SHU, OR SHU-KING.

THE SHÏ, OR SHÏ-KING.

exclude from each individual more than one single natural evil of poverty. Hence, full bellies and minds empty of care were the ideal condition. He sighed for the good old times, when each petty feudal state lived obscurely and contentedly in the enjoyment of home-rule, simple plenty, and honest ignorance of what its neighbours were about. After all, said he, "learning" is only what imperfect men like ourselves, but now rotting in their graves, have said; their lives, like ours, were made up of eating, breeding, sleeping, and social enjoyment; no king can have more. The so-called "virtues" of charity and justice have no natural existence except where the defects of government have produced poverty and a sense of wrong. What is any man that he should presume to dole out charity and justice to his equal? A ruler is a necessary evil, a mere magnified version of that ruler's *employé*, the general or the executioner. Both the ruler and the official are servants of the public, and are as indispensible to the social machine as the blacksmith, the scavenger, or the cook. Rank, greatness, generalship, learning—these, if conferred by the devolution of circumstances, should, so far from puffing themselves up, try to obscure themselves; the mere fact of their showing humility and self-effacement would ensure them possession of their tacitly conferred rights. The general should, whilst doing his duty thoroughly and despising his own life, feel a human tenderness for other lives, and a regret for the siaughter rendered unavoidable by circumstances, rather than gloat over victory or seek "glory;" the ordinary man should in the same way shrink from assisting the executioner; the ruler should raise as little discussion as possible, and keep the secrets of his unhappy craft to himself. Laws should be as few but as clear as possible. *Populi*, not *regis*, *voluntas lex suprema;* it is the King's duty to "eat dirt for all," as well as exercise power for all. In other words, Laocius was a

socialist and a democrat, but of the most unselfish kind; obscure, perhaps, but free from all cant and humbug.

On the other hand, Confucius had risen gradually from one official post to the other; his own state, through all the ambitious Five Tyrant turmoil, had preserved its dignity and its literary pre-eminence; its rulers were direct descendants from the old imperial stock; the first indispensable necessity in all states was to preserve order. Diplomacy must be backed by battalions. There could be no order without subordination. Rulers were the vicegerents of heaven, that is, of an abstraction popularly intelligible to all, the quasi-human, or the ghostly attributes of which, however, he, being ignorant thereof, declined to discuss or define. A man might be a good ruler, but a frail human being; in his capacity of ruler, whether supreme ruler or vassal, his faults should not be exposed in public derogation of his office. A bad hat belongs any way to the head, and a shoe, however good, is only fit for the feet. Learning and study conferred the right to advise; the ignorant masses had but to recognise their superiors and obey; but on the other hand the way to become such a superior was open to any inferior man who chose to study *tao* and *li*. Forms or ceremonies were indispensable in order to maintain the dignity of rulers on the one hand, and mutual respect amongst acquaintances on the other. Laws should not be published, but should be given in the form of specific decisions as disputes occurred, in order to prevent the growth amongst the ignorant of calculating litigiousness. In short, Confucius was a courtier and a conservative; at the same time he was a just, unselfish, and benevolent man.

LI, OR "FORM."

It will be seen that neither Laocius nor Confucius was concerned in the least about a supposed future life. They were both moral and political philosophers, and neither travelled one inch beyond human life. Both preached the ancient *tao* and *têh*; but,

TAO, PROVIDENCE; TÊH, GRACE.

whilst Confucius considered providence and grace to be the almost lost science and art of government which had once flourished in perfection, Laocius gave quite a new practical meaning to those words; he endeavoured, with perhaps unavoidable obscurity of language, to instil new life into them, and to identify the providential road or science of government on the one hand with the universal law of nature—of which he knew about as much, or as little as we do now—and the successful practice of government on the other hand with the virtue or grace built up in the mind after a conscientious attempt to rule one's self and others on the providential principle. Having once grasped the all-pervading but undefinable principle, no further learning, no further rules—least of all charity and justice—were necessary.

TAO ENGENDERS TÊH

Now, immediately after Confucius' death, the sharpening of men's wits, caused by the long wars, the rise of commerce, the growth of wealth, and the active diplomatic intercourse engendered by movement between state and state, stimulated the rise of competing philosophical schools. Men did not philosophise to kill the time, but to secure a bellyful of good things for themselves and their friends. Even during Confucius' lifetime his personal friend, the premier of one small vassal state, to Confucius' genuine horror, had published upon bronze plates a series of laws for public information, on the ground (when Confucius and others remonstrated) that the immediate object of preserving order in his own state was more important to the people of that state than any imaginary or conventional injury to posterity. Meanwhile, the two literary states forming Shan Tung had never for one instant lost their literary

TSZ-CH'AN'S LAWS IN CHÊNG STATE.

STATES OF TS'I AND LU.

pre-eminence, but they were now not alone; the fourth century, B.C., opened with an unusually brilliant assemblage of learned men who formed a sort of literary court at a newly promoted and entirely reconstituted feudal state lying to the west of the two Shan Tung states referred to, and having its capital first in southern Shan Si, but after B.C. 340 across the river at the modern K'ai-fêng Fu on the Yellow River. One of the first scholars to arrive at the rising court was a prominent pupil of Confucius; he had indeed instructed the young ruler in the classics and the liberal arts during the period anterior to that ruler's accession in 424, or at least anterior to his promotion to the rank of first-class vassal in 404. As this pupil was twenty-eight years of age when Confucius died in B.C. 479, and as he was forty-four years younger than Confucius, who reached the age of seventy-two, it seems scarcely likely—although he is known to have attained a great age—that he can ever have visited the new capital. One of the Taoist writers, a pupil of Laocius himself, also studied under him; as is usual with the quietist school he is not known except by his *nom de guerre* of Wên-tsz. Another distinguished scholar at this court was the great lawyer whose code is at the basis of the Chinese legal system as it still exists: he is also celebrated for having devised a system of land taxation not unlike that recommended to the Chinese Government three years ago by Sir Robert Hart. A third philosopher, likewise also a jurist of distinction, lived at this court a century later; he narrowly escaped being selected by posterity instead of Confucius as the model of a perfect sage;

THE STATE OF WEI, AFTERWARDS CALLED LIANG (FROM ITS NEW CAPITAL).

PUH SHANG, ALIAS TSZ-HIA.

MARQUESS WÊN OF WEI.

THE LAWS OF LI K'WEI.

THE LEGIST AND CRITICAL CONFUCIANIST,

SÜN K'WANG, OR SÜN-TSZ. he is chiefly celebrated for having taken the view—in opposition to the Confucianists—that human nature is evil at bottom, and his works are of undoubted authenticity; his eleventh chapter contains what Dr. Faber calls a critique on Lao-tsz, and what he considers proof that Lao-tsz originated the quietist system. Under the son and grandson of this illustrious vassal prince and his descendants, several parts of the Great Wall of China were constructed; the grandson is celebrated in history for his conversations with the peripatetic Confucian philosopher Mencius, the chief defender of the good side of human nature. With Mencius at the king's court was a Taoist philosopher, whose book on Laocius was still extant in B.C. 10; also a cosmogonist, whose writings had a great effect upon the mind of the future Napoleon of China. These, and quite a number of other students of Laocius' quietism, all paid visits as well to the more easterly court, when every possible arrangement for their entertainment and comfort was made, and where, under the collective name of the *lieh-ta-fu*, or "body of statesmen," they more or less permanently settled as honoured guests of the king—for so the rulers of this more easterly state also had now begun to style themselves. This point is important, for *lieh-tsz* would mean "body of philosophers" in the same way; and it is just possible that the views of the supposed fourth century Taoist philosopher, Lieh-tsz, or Licius, which are in parts open to suspicion, may really refer to the those Taoist philosophers as a body.

KING HWEI OF LIANG.

TSIEH YÜ, OR TSIEH-TSZ.

TSOU YEN, OR TSOU-TSZ.

COURT OF TS'I.

Whilst China proper had thus been for centuries exhausting herself in internecine wars, and had been gradually drowning her simple, ancient philosophy in a whirlpool of Laocianists, Confucianists,

SHÊN PUH-HAI, THE CHINESE DRACO, DIED B.C. 337, WAS LAOCIAN, PREMIER OF HAN STATE.

legists, socialists, diplomatists, purists, and other competing schools, a semi-Chinese state, in the extreme west, as the west was then known, having long lived a political life of its own, but subject to considerable Tartar influence, like an ancient Russia in regard to Europe, had been quietly developing a land system, a military power, and an economical law-code on a non-Confucian basis, under the guidance of a statesman who had carried thither and at once put into effect the principles recommended by the distinguished legal economist just mentioned. The rulers of this rising state—corresponding to the modern Shen Si province—absolutely rejected all Confucian doctrines, and deliberately adopted as their political principles the "strenuous life" theory of intensiveness coupled with main force, with the ultimate aim of crushing the Fighting States one by one, and establishing a new and highly centralised homogeneous empire; the nearest modern parallel is the transformation of sleepy and quarrelsome Germany under the "iron fist" of Prussia, who may still succeed in extending her scope beyond present limits. After about a century of fighting and intrigue this object was at last achieved; weights and measures, cart-wheel tracks, written character, etc., etc., were unified and assimulated so far as possible for the whole empire, which was now extended by undisguised wars of conquest so as to take in loosely the greater part of the Yangtsze valley, and even most of South China and West China. It was whilst sacrificing to the Holy Mountain of antiquity, in celebration of these conquests, that this first emperor, whose moral ideas—so far as he had any—were almost purely Laocian, first took

WEI-YANG, DIED B.C. 338, AFTER ORGANISING TS'IN STATE AFTER LI K'WEI'S MODEL.

T'SI MOUNTAIN IN SHAN TUNG.

umbrage at the interference on the spot of seventy Confucian scholars, who had presumed to lay down the law as to what the precedents of hoary antiquity required.

TS'IN SHÏ-HWANG, OR "FIRST IMPERATOR" OF AND FROM TS'IN STATE; ILLEGITIMATE SON OF A TAOIST WRITER.

The irritation produced in the mind of the revolutionary monarch by this incessant and annoying appeal to antiquity ended by inoculating him with a furious antipathy towards Confucianism and everthing connected with it. He resolved under his chancellor's advice to have done with the ancient Annals, the Rites, the Odes, and Confucius' book of history; to entrap and destroy all the learned men of the empire he could decoy to his capital; to burn the local annals of all the old vassal states except his own; to call in all political books, limiting their use to the learned official classes, and in short to make *tabula rasa* of all preaching antiquity and inconvenient precedents, beginning civilisation afresh with a series of innominate and numbered emperors instead of the ancient *Reges*; to start off with a new calendar and year; to organise a system of prefectures and city jurisdictions, instead of tolerating any more vassal kingdoms and duchies; and to constitute a democratic equality of all under one supreme Tyrannus.

CHANCELLOR LI SZ, DIED B.C. 208, PUPIL OF SÜN-TSZ.

HAN FEI, POISONED BY LI SZ, B.C. 233.

A distinguished Taoist philosopher, whose works we still possess, and who both quotes Lao-tsz and mentions his book, would have been premier too had not the jealous chancellor given him poison.

Our object here is to show the absolutely unbroken lineage of the pure Taoism of Laocius, and there will consequently be no space to enter into the extremely interesting personal details of this lively epoch. Suffice it to say that the first emperor's own life was too short, his son and successor was too incapable, and popular

discontent with all these sudden changes was too general to secure permanency for his drastic system—at least in the hands of his own family; for, none the less, his system is the bottom rock of the system that has endured to our day. After several years of bloodthirsty warfare between competing military adventurers, the best man came to the top, the rivals were all destroyed, and a new dynasty—the celebrated Han house,— was at last securely installed upon the imperial throne. The leading feature in the character of the new Emperor was his utter and almost fanatical contempt for Confucianists and their ceremonious ways. He was a *viveur* and a soldier pure and simple. "On horseback I have gained the empire," said he, "and not by listening to you stupid and conceited literati." "Yes, your Majesty," replied an able Confucianist who had found credit with the monarch on other grounds, "you have *won* the empire on horseback, but can you *keep* it on horseback?" To cut the story short, though the coarse-minded emperor continued for some years to knock off and use for an unspeakable purpose every Confucianist's hat that was worn in his presence, he at last consented to wear long clothes, to establish a ceremonial court, and, in a word, to become civilised. But most of the men who assisted him in establishing the Han dynasty are recorded to have studied the works of Laocius, and in several cases to have obtained their instruction generation by generation from the unbroken line of quietist apostles, right up to Laocius himself.

LIU PANG, PRINCE OF THE HAN PRINCIPALITY, ACTUALLY CROWNED B.C. 202.

LUH KIA

T'IEN SHUH, TS'AO TS'AN, CHIH PUH-I, CHANG LIANG, CH'ÊN P'ING, KIH YEN, CHÊNG TANG-SHIH, YOH I, YEN CHU—ALL THESE ARE OFFICIALLY

It must be remembered, therefore, that for nearly a century after the burning of the books in B.C. 213, Confucianism was

STATED TO HAVE STUDIED LAOCIUS'S TAOISM.

utterly discredited by the ruling powers, and that the study of its texts had almost utterly disappeared throughout the length and breadth of China, except in the one far-eastern region of Shan Tung, where a small knot of faithful scholars, and especially Confucius's own descendants, kept up the old literary traditions. The First Emperor is distinctly, officially, and repeatedly stated *not* to have burnt the old classical Book of Changes, on the ground that it was a work of divination, for, under his destructive decree, works on divination, agriculture, and medicine fell under the category of exempted books; even the hated Confucian classics were allowed to licensed literates at court. Being himself under powerful Taoist influences, and a friend of one of the leading Taoist apostles, the First Emperor would naturally also exempt the Taoist book of 5,000 words that fleeing Laocius had left behind in China, the more so in that a part of it was largely based upon the political cosmogony of the Book of Changes. Nothing at all, however, is said by anyone, at any date, of either the destruction or the subsequent unearthing of hidden copies of the Taoist classic. On the other hand, "studying the doctrines of Laocius" is continuously spoken of without a break; and, as we have seen, quite a large number of statesmen and generals, who assisted the Prince of Han to the throne are officially stated by the historians to have been Taoists of the quietest school and diligent students of the Laocian principles. There is no trace of Taoism or respect for Laocius in any of the biographies of the Han founder himself, except that, on his accession, he simplified the the aggravating and complicated criminal law in the sense indicated by Laocius. During the reign of his son (by the Empress) and, after that son's death, of the Dowager herself, all the statesmen in power were rough military men; it is noteworthy, however, that the imperial chancellor who conducted affairs during that son's reign

TS'AO TS'AN, DIED B.C. 190.

was not only a Taoist, but conducted his affairs strictly on Laocian quietest principles; he even sent to the Shan Tung country for one of the Taoist apostles, who was duly introduced to court. Right down to the times of Genghis Khan (A.D. 1200), who sent all the way from Samarcand to Shan Tung for a Taoist sage, that corner of China has been Laocian in its morals.

WÊN TI, DIED B.C. 157.

The founder's second son (by a concubine) now ascended the throne: not only is he—the Marcus Aurelius of China—stated to have been under the influence of Taoist and legist doctrines, but it is repeatedly stated in the most positive, explicit, and unmistakable words that his wife was an ardent Taoist, and also an active enemy of the Confucianists.

EMPRESS TOU.

THE CONFUCIANIST KIA I.

The Emperor himself, though no Confucianist, was sufficiently liberal-minded to listen to Confucian advice, and he would even have consented, at the recommendation of a Confucianist, to a complete system of Confucian ancestral ceremonial being introduced (his father had left his work unfinished) had it not been for the uncompromising opposition of his wife.

KING TI, DIED B.C. 141.

After this noble emperor's death, his son ruled with sound sense; but according to unshakable, ancient Chinese principle (still ruling at Peking, as we see at this very day) in strict subordination to the wishes of his mother so long as she lived. We are informed that he and all the members of his mother's family occupying official posts were, out of respect for her sentiments so much in favour of Laocius, obliged to study the works of that philosopher. We are also informed several times over in two different histories, and also several times in quite

THE DOWAGER TOU.

different connections of each same history, that the Empress-dowager possessed at least one copy of Laocius's original book; that she sent for a certain Confucian officer in order to consult him about this book; and that he spoke to her of it in such contemptuous terms as "only good enough for a retainer" that she "ordered him to go and stick pigs in the corral," and expressed a "wish that I had a penal servitude law book to tackle you with for your pains." As the young emperor secretly sympathised with the straightforwardness of the unfortunate Confucianist, his majesty secretly supplied him with a sharp spear, so that, to the Dowager's chagrin, he succeeded in killing the pig and saving his life. These quaint and rather inexplicable details, which appear to point to wild boar kept within the palace enclosure in readiness for the hunt, trivial though they may seem, point by their very detail to a true story. The "penal servitude" refers to forced labour at building the Great Wall, and keeping it in repair. But there is more; the same Confucianist had had an argument in the Emperor's presence with a Taoist about whether a good man was authorised in deposing a bad emperor: "Then," said one of the disputants, "if the ancient founders of the second and third hereditary dynasties were not justified in ejecting their evil *de jure* rulers as Confucius approves, then, by the same reasoning, the present Han dynasty was not justified in ejecting the First Emperor's son?" The reply of the Emperor to this dangerous blow at the Confucianist doctrine well illustrates the manner of the times: "Come, come, gentlemen, a man does not avoid eating horse's liver because he does not know what the taste of good meat is like, nor is a *literatus* necessarily a fool because he avoids the delicate question of dynastic change in my presence. Enough of this talk!"

THE CONFUCIAN YÜAN KU.

ARGUMENT OF THE TAOIST HWANG SHĚNG.

LIU NGAN, PRINCE OF HWAI NAN, ALIAS THE LEGIST-TAOIST PHILOSOPHER VAINANCIUS.

The cousin of the above emperor, then reigning as vassal prince in the valley of the Hwai River, between the Yellow River and the Yangtsze, was a great collector of books. He had at his court a thousand or more of philosophers, alchemists, specialists, doctors, and so on, with whose assistance he composed and published a great Taoist and Cosmogonist work, which we still possess intact, and which quotes and illustrates, by parallels drawn mostly from Fighting States history, nearly a hundred passages, all commencing with the words, "hence Laocius said;"

LI ÊRH, LAO TAN, LAO KÜN, ALL NAMES OR SOUBRIQUETS OF THE ONE MAN.

"Laocius" up to this date meaning the book of Laocius as well as the individual Lao Tan. Vainancius alludes to him in one passage as Lao-tan (the posthumous name given to Laocius on account of his drooping ears) when he particularly wishes to speak of the individual. Vainancius is, of course, only the Latinised form of Hwai-nan, or "Southern Hwai (Valley)."

PRINCE HIEN HO-KIEN.

One of the sons of the same witty emperor who made the caustic observations about horse-liver (supposed to be a very dangerous food to eat in summer), was even a more successful collector of books than his uncle or senior cousin, Vainancius; he also was a vassal prince, and his fief was in that part of modern Chih Li province still known by the then title of Ho-kien; the modern city of Hien, where the Ho-kien Jesuits have their headquarters now, is written exactly as the prince's name was written 2000 years ago; it is distinctly stated that his collection of books and ancient authors was even more discriminating than that of Vainancius, that it vied with the collection at the emperor's court, and that it included copies of Laocius and Mencius in the ancient character, that is, in the

character written in the (then already obsolete) script which had been in use before the destruction of literature in B.C. 213. In B.C. 150 a descendant of Confucius had discovered hidden inside a wall of the sage's house other classical books written in the same obsolete character, and had succeeded in deciphering the old system. It is not surprising, therefore, to find among the books officially recorded as having been at the imperial court (and apart from those at the vassal courts) in B.C. 10, three copies of Laocius, one already characterised as a *king*, or "recognised standard work," besides a copy of Laocius' pupil's work (stated, however, to be not original thought, but probably a mere understudy of Laocius). There were also copies of the works of at least two of the Laocian writers who were with Mencius in the fourth century at the two vassal courts above alluded to. Finally, in A.D. 281, the celebrated "bamboo annals" were unearthed from a tomb where they had been hidden ever since B.C. 299. These important ancient writings in varnish not only give the history of the identical vassal state where Mencius and the old Taoists were entertained, but enable us to ascertain for certain what liberties with dates and calendars had since been taken by the Confucian mutilators.

LAOCIUS' PUPIL WÊN-TSZ, WHO HAD STUDIED UNDER CONFUCIUS' PUPIL TSZ-HIA.

HISTORY OF THE STATE OF WEI, LATER LIANG, AND OF THE STATE TSIN (SHAN SI) FROM WHICH IT HAD BEEN CARVED PREVIOUS TO PROMOTION.

During the reign of the fifth Han emperor, great-grandson of the founder, practically the whole of China and its dependencies as now known to us was discovered and settled by the Chinese, including the Pamirs, Turkestan, the fringe only of Tibet, Corea, Japan (visited but not settled), Annam, Yün Nan, Mongolia, Manchuria, etc., etc. (these two last visited and partly overrun, but scarcely settled). The Laocian philosopher Vainancius

was during this reign betrayed into ambitious indiscretions, (owing to the Emperor's heir having been judicially murdered), and, like his father before him, had committed suicide. The Laocian influence of the third emperor's widow continued for six years beyond the date of her son the fourth emperor's death; she even caused two Confucianists, who once more tried to re-establish the full ceremonial and ancestral system, to commit suicide, as is related in at least ten different places in two standard histories; but although her superstitious grandson was inclined to believe in alchemy and charlatanry, even to make a sort of god of Laocius, he ended by adopting Confucianism in preference to Taoism, which by this time, thanks to the numerous philosophical quacks at court, had been somewhat discredited. This change was originally owing to the encroachment under the writers following Laocius, and still more under the later Taoist writers, of hocus-pocus and spiritual mysticism upon the compartively simple quietistic principles of Laocius himself.

LI T'AI-TSZ, HEIR TO WU TI.

DOWAGER TOU AND HER SON KING TI.

LIEH-TSZ, OR LICIUS, FIFTH CENTURY B.C., AND CHWANG-TSZ, OR SANCIUS, FOURTH CENTURY B.C.

There is not a single statement of fact in the above sketch that is not taken either from the first serious and independent official history of China, covering the whole period of antiquity (so far as known) down to B.C. 100, and published in B.C. 90; or from the second history covering the period B.C. 240 to A.D. 25, and published about A.D. 90. The courage and the truthfulness of the earlier author, who criticises and quotes Laocius and his book repeatedly, may be gathered from the circumstances that it was found advisable by the court to suppress the original chapters treating of the fourth and fifth emperors, and that

SZ-MA TS'IEN, JOINT AUTHOR WITH HIS FATHER, SZ-MA T'AN, OF THE SHÏ KI, OR

"RECORD OF HISTORY." the author suffered the cruel punishment of castration at the hands of the fifth emperor; nominally, because he had recommended and defended a certain general who was defeated by and went over to the Early Turks, but in reality because he criticised too freely the fifth emperor's credulity. These missing chapters, and eight other missing chapters, were supplied at about the date of putting the history together by another hand; but as not one of these inferior ten chapters says anything of Laocius, the true history of Taoism in no way suffers or falls under suspicion. Confucianist critics have not a word to say against the good faith of this distinguished author, or against the trustworthiness of his father before him, who really did most of the fact-collecting work; and their testimony is all the more valuable in that they criticise somewhat severely the father's manifest preference for Laocian over Confucian principles. The said father had studied the works of Laocius under the identical Taoist who argued with the fierce Confucian before the fourth emperor, and we are given a fairly complete list of the hands, anterior to that, through which the great work of Laocius passed generation by generation, and also of the hands through which the Book of Changes had passed up to the time of the accession of the Han dynasty. The father even pandered a little to the Emperor's credulity, and, in the end, died of grief because he was not allowed to assist at the Confucian worship of the Holy Mountain after the Taoist dowager's death. To prove the enormous strength of Laocius' doctrine up to this date, I may mention that one Taoist statesman actually insisted on being buried naked and without coffin, in order that his elements might return to "Mother Earth" in accordance with the principles of Laocius' cosmogony.

LI LING, GENERAL.

HWANG SHÊNG.

TAOIST FANATIC YANG WANG-SUN, B.C. 130.

On another occasion I hope to amplify the above short paper, the immediate object of which is to suggest, and to insist that Laocius is a historical personage; that he must have left sporadic writings before he wrote a concise book; that his book as we still have it is as nearly as possible what it originally was; that it merely sums up what every one knew to be his views; and that it also is an unmistakable historical fact; that neither the Book of Changes, nor Laocius' final book, which was largely based upon it, was ever condemned, or even lost; and that if copies of it were hidden, to be subsequently rediscovered, it was, on the same ground that other innocent books, also not on the condemned list, were, hidden and rediscovered, as we know they were, *i.e.*, owing to general timidity and nervousness as to what the tyrant really had condemned as mischievious. This is the view taken of course by the veteran sinologists, Dr. Legge, Dr. Faber, and Dr. Chalmers; their views are on record, and there is no reason whatever to believe, nor has any trustworthy evidence ever been cited to show that any one of the three ever in the least modified his views before he died.

One very distinguished living sinologist, perhaps the only one who is thoroughly conversant at first hand with the historical Chinese originals, and certainly the only one who scrupulously produces the full evidence on both sides without picking and choosing—I allude to Professor Edouard Chavannes of Paris—has gone to great pains in order to prove that the very un-Laocian allusions to Lao-tan's words in the Book of Rites are superfetations made by the over-zealous Taoists of about A.D. 1 in order to bring their hero into the respectable company of Confucius. But all this learning, which however discloses no defect in acumen, and is of itself faultless, is unnecessary in view of the distinct statement made by the best Chinese critics in the best editions

THE LI KI OF CONFUCIUS' DISCIPLES, AS DISTINCT FROM THE LI, OR LI KING, THE RITES AS KNOWN TO CONFUCIUS HIMSELF.

that the said four allusions made according to the Book of Rites by Confucius and his pupil Cincius to Lao-tan "do not refer at all to Lao-tan the author of the 5000 word book, but mean simply 'old persons (have told me).'" Besides, if over-zealous Taoists had tampered with Confucian books at a time when Confucianism had ousted Taoism, the Confucianists would certainly have set such a fraud in its proper light. There is no evidence that Taoists did so. It is well known, and it is repeatedly stated—with examples given—in the double standard histories just referred to, that Confucius—and of course Mencius and all the leading Confucianists—carefully pruned all the works they published, edited, corrected, or compiled, in such a way as to exclude not only all direct allusion to the dreaded democrat, Laocius, but also all indirect and even the remotest, inferential allusion to any well-known Taoist expressions that might clash with the Confucian theory of divine right, royal prerogative, and caste privilege. Each party hated the other like poison; but it was political hate; no religious intolerance has ever existed in China, where the fuss we make about our precious skins or souls in a purely imaginary futurity is regarded as a sort of *graciosa locura.* Professor Chavannes, in his masterly translation of the castrated historian's great work, has already himself once alluded to the Taoist empress-dowager's struggle with the Confucianists in B.C. 139; it so happens that the five volumes of 2,000 pages, already published by him, only allude this once to Laocius until we arrive at the chapter on Confucius quite recently published; and by a singular coincidence Professor Chavannes happens to have omitted that single allusion to Laocius from his otherwise almost perfect indexes, and has thus forgotten that a copy of Laocius existed in B.C 139.

But, as he goes on with his admirable work, he will discover and give to the world the importaut proofs indicated above, and will see that it is quite impossible to sustain the theory rashly and passionately advanced by some sinologists much less competent and trustworthy than himself, and partly accepted by himself when a student only just commencing his illustrious career at Peking, that the classic of Laocius was deliberately made up by forgeries in A.D. 1 from the works of Chwang-tsz, Vainancius, Han Fei-tsz, and other Taoist authors of the third, second, and first century B.C. Besides, Vainancius and Han Fei-tsz are officially classed as "Eclectic" and "Penal," *not* as Taoist at all, although they treat of Taoism too.

Up to a thousand years after Laocius's death there is only one single possible case in Chinese history of a competent native classical scholar expressing a doubt whether Laocius's work was really written by himself, and even this case is only a possible one not a certain one. This author was Ts'ui Hao, himself a critic of the Han dynasty's history, and a statesman in the employ of a Tartar Emperor when China was divided. Curiously enough, this man was a disbeliever both in Buddhism and in the ancient Taoist philosophy, whilst at the same time he was a credulous believer in an impostor Taoist apostle, and in the corrupt Taoist charlatanry of his age. Like Laocius, he wrote a book at the request of his Taoist friend, but this book was to lay before that friend the full comparative history of Confucianism and Taoism. I myself unearthed and published this passage in the year 1885, and I said then what I am disposed to believe now, that the critic in question was not necessarily referring to the Laocian classic, but to the Taoist works usually lumped together as Chwang-lao (or as one edition has it Lao-chwang), *i.e.*, to the works of the two degenerate imitators of Laocius, Sancius and Licius, in both of whose works there are portions which cannot possibly be

historically accurate. Part of the sentence in question has been picked out to establish a contrary view, but the following important second part of the sentence has been omitted: the second part of the sentence runs in effect: "it may be truly said of such stuff, as was rightly stated by the courageous Confucianist to the Empress-Dowager in B.C. 139, that it was more suited to a retainer's satchel than to a royal court." Thus we see that even if in A.D. 440 a Confucian critic (who was also a believer in corrupt Taoism), whilst condemning ancient Taoism, really meant to assert that Laocius did not really write the specific work assigned to him, he admitted that the work to which in A.D. 440 he alluded was exactly the same work that had existed in B.C. 139, and therefore, of course, that that work could not possibly have been forged in A.D. 1.

TS'UI HAO, D. 450.

E. H. PARKER.

Latin in Matriculation.

BY

E. V. ARNOLD, LITT.D.,

Professor of Latin in the University College of North Wales.

MORE and more the general problems of the higher education in the United Kingdom tend to centre in the question of the Matriculation examination, in its double function as leaving examination for the schools and entrance examination for the universities. The school course may be elaborated in any form provided it ends at the required point: the university course is practically unfettered, once the door is past. The conditions of entrance to every profession or calling which can be commenced on leaving school are made increasingly like those of entrance upon a university course. It is therefore no matter of surprise that the keenest controversies are excited by each fresh effort to define the subjects and the standards which should be required in examinations for entrance to a university.

Of all these controversies perhaps the sharpest is concerned with Latin: and as a rule the two parties have so little common ground that a friendly solution seems impossible. Advocates of literature maintain this subject to be essential to a sound education: scientific enthusiasts declare it to be a sheer hindrance to real progress. The Gordian knot is sometimes violently cut by requiring Latin for arts students, and dispensing with it for science students: a result which in the long run satisfies neither party, for it gives up the ground which is really common to both, that the function of a Matriculation examination is to set up a standard of general education which shall precede, as against a

specialised education which shall predetermine the university course.

I do not propose in this paper to express any opinion on the main issue, whether or not Latin should be a compulsory Matriculation subject. It appears to me that the decision of this point for the present rests most particularly with those scientific men who recognise the importance of literary culture for students of science, and who face as a practical question the best means of ensuring it. But such men, I think, might reasonably ask of those of us who are responsible for the teaching of Latin some questions that are not very easy to answer, and which perhaps we have not sufficiently troubled ourselves to attempt to answer. They might for instance say: supposing that we make Latin a compulsory part of the school course, what undertakings can you give us in return? what claim, measured in hours or in years, do you make on the school time-table? What standard in Latin do you expect to be reached in this time? Will it represent a real knowledge of the language, or of the literature, or of both? Can it be made a pleasure to an intelligent boy in the learning, and a permanent possession to the man who in later life has turned to a scientific profession?

I suppose a fair-minded grammar-school master would generally reply somewhat as follows:—

In the middle ages the learning of Latin was the necessary introduction to the higher civilisation of Europe. It was studied in the schools for use. Boys had first to learn it, then to learn in it. They had to read it and write it, in verse and in prose: to study in it and think in it, whether for the purpose of theology, of history, or of medicine, or whatever else. Not all boys succeeded: those who did not were the failures. That mattered little, for the schools existed to discover and advance talent, and one success was of more importance than a dozen failures.

But now things have altered. We are not allowed time to teach Latin thoroughly, nor is it necessary. We have dropped Latin verse, and we do not seriously expect Latin prose. We do not expect boys to be able to read Latin, but we like them to have read one or two Latin books, with abundant help from their teachers or their note-books, and to remember them at least till the examination is over. We do not claim that this amount of knowledge is very useful in itself, and certainly we do not expect it to be appreciated by its possessor. But it is all that we can get, and it enables us to keep somewhat in touch with the old times, upon which (if we may with due respect say so) we think you men of science have not altogether improved.

An answer of this kind is not, I think, very satisfactory. The scientific man is apt to sum it up, and not without justification, as follows:— Your claim for Latin, and your teaching of Latin, are based upon tradition, not upon principle. In your hearts you would wish to make all educated men classical scholars. Those who become men of science you propose to choose from your failures. This will not do for us: our scientific students of the future must come to us with the confidence that is born of success: whatever literary tasks they are set in their school life must be reasonable in themselves and such as can be accomplished in the time allowed for them.

If it be thought that I unfairly state the position of the classical teacher (and I trust that it is so) then in turn I may hope to have him on my side in calling for a reform of the examinations. For I think it obvious that the knowledge of Latin required by existing Matriculation examinations represents failure to attain any reasonable result. The candidates do not know, and are not expected to know, either the language, the grammar, the literature, or the history: large numbers of them have abandoned the attempt, and really believe that in learning by heart some pages of a "translation" written in a

language intermediate between Latin and English they are doing all that can reasonably be expected of them.

There is no failure of this kind in modern languages. Indeed it is rare to find set-books in the corresponding examinations. Even beginners are expected to know and use the language within a definite, if limited, range. The sense of power is cultivated from the first: the use of "Translations" and artificial aids is, I imagine, very rare. Yet the claim made by those languages on the school time-table is much smaller than that made by Latin.

If the evils I have referred to are admitted, can we discover their root?

I think it is two-fold. It is partly inherent in the subject: in the fact, that is, that all classical Latin literature is difficult, and therefore the beginner is alarmed and oppressed by it from the first. This applies in particular to Caesar's *Gallic War*, the set diet of the beginner in Latin.

Partly it has to do with the history of schools. The time available for teaching Latin has been greatly reduced: but the same goal is still aimed at. Hence all kinds of short cuts to knowledge, with the usual unsatisfactory result.

The cure can only lie, first in setting up a programme within the reach of the candidates, secondly in insisting upon a complete and practical knowledge within these limits.

The most we can expect from the future scientific student is a knowledge of common Latin words, the fundamental rules of syntax, and the bare outline of Roman history. This however, if really attained, would be a possession of value. The words would be a key to the vocabulary of half the languages of Europe: the syntax would be a training in logical thinking and clear expression: the history would be an enlargement of the mental horizon.

But since there are no Latin books which do not

involve difficulties which it is altogether beyond the capacity of a beginner to face, so, I believe, we cannot and should not require the knowledge of any Latin author. The gap that exists must, I believe, be filled artificially. Already several attempts have been made to do this. Simplified texts of several Latin books have been published: and even original productions in Latin have appeared and won popularity. From personal experience I can testify that the teaching of Latin to beginners with such books becomes at once a reality and a pleasure: whereas the premature reading of a set book is always accompanied by retrogression both in general intelligence and in the knowledge of the language.

In this direction I should seek to find a practical answer to my supposed scientific questioner. It would, I hope, appeal to him as at least an attempt to be both logical and reasonable. Some of my fellow-classicists will no doubt lament a proposal to cut off beginners from living touch with the authors of antiquity. If they will take in their hands such a book as Lhomond's *De Viris Illustribus*, which is, I am told, extensively used in French schools, they may perhaps come to think that the living touch may be more real upon the method I propose than it is at present. My conviction at least is that no student should be introduced to any Latin author, or to any of the real difficulties of the language, until the third year of the Latin course: that a two years' course is all that can be demanded for Matriculation purposes: that the set-book should therefore disappear from the Matriculation examination: but that on the other hand the translation of easy passages from Latin to English, and English into Latin, with some slight knowledge of Roman History, should be made essential. If some such scheme could be generally adopted school courses would soon follow it, and text-books based on the principles here advocated would be readily forthcoming.

EDWARD V. ARNOLD.

Self-Governing Residential Halls.

A Reply by T. B. WHITSON, C.A.

St. Thomas of Aquinas said, "If all men took the trouble to understand each other they would, most of them at least, be of the one opinion." It is perhaps my own fault that the paper on Self-Governing Residential Halls, which appeared in the December number of *The University Review*, was misunderstood by Mr. A. C. Ward (in his paper, volume ii., page 373), and by Mr. J. W. Graham (volume ii., page 464); in any case, it is to be regretted that anything said by those who hold that halls should be self-governed should have given offence in any way to others who hold a different view. For myself, I am far from wishing to give offence to anybody in the matter.

My paper was, however, not intended as a criticism of residential halls under wardens, and it is this that I wish had been better understood. The paper was a criticism of the Report of the Inter-Universities Halls of Residence Committee, issued in June, 1905, and of the statement therein contained that wardens were of opinion that self-governing halls were impossible.

It has been proved that self-governed halls are possible, and I wish to go further and show that it is by means of self-governed halls that the cure for the paucity of residents in halls complained of in the Report is to be found. In this connection it was hinted that the wardens naturally would not be the first to appreciate this, and my forecast in that matter has proved to be correct. Neither Mr. Ward nor Mr. Graham can believe that University Hall, Edinburgh, is self-governed; and they offer criticisms of my paper which show at once that they are incredulous, and so much as they do credit they seem unfortunately to misunderstand.

There is truth in the old saying, that each new development has to go through three stages of criticism. In the first place, it is said of it that it is all nonsense; secondly, that it is

contrary to scripture; and, thirdly, that everybody knew it all the time. Locally, that is to say in Edinburgh, people have got past the first stage at least, in their criticism of University Hall, though no doubt further afield prejudices or the reflection of these prejudices may take longer to disappear.

There are some points in the two papers above mentioned of Mr. Ward and Mr. Graham to which it would appear necessary to reply, and it is perhaps easiest to take the points of criticism of my paper *seriatim*.

Mr. Ward says that, as in cricket and football clubs, in some years men might be found capable of running a self-governing hall, while in other years no such men could be found. I do not deny that the moral and social tone of the different Houses of University Hall, Edinburgh, fluctuates slightly from time to time, but I do deny that, so long as a more popular system of residence is lacking, it is possible there should ever come a year or a period when the men living in their respective Houses will be found unable or unwilling to manage their own affairs, and in proof of this I would point out that in the nineteen years of the Hall's existence, we have never yet been within sight of such a period. The next point made by Mr. Ward is that of the age of residents. Residents in University Hall, Edinburgh, whatever their age, are junior residents till they have lived in their House six months, thereafter whatever their age, unless their behaviour has been such as not to justify their being elected as senior residents, they become seniors. At the moment of writing, the average age in all the Houses is 21·9, and I don't know that this age is much in excess of that in other halls managed differently, if to the age of the students is added the age of the warden. The average age of the members of committee is 23. It is the case that in University Hall we have as great a mixing up as possible of ages, nationality and profession, and it is of course true that the older men exert a steadying influence upon the younger men. Therein lies the whole point. If the warden did not exist in other halls, then, in my opinion, a larger number of senior men would be prepared to come into residence, and so those halls could become self-governed. It would be interesting, however, to know how the average age of the residents in the self-governed halls compares with the average age of those under a warden, adding, of course, to the age of the latter, the age of the warden himself.

If I understeand Mr. Ward's next point aright, he suggests that I, as representing The Town and Gown Association

Limited, am practically the Warden of University Hall, Edinburgh. He suggests that friction may occur in the management of a House amongst the Committee of Seniors, and asks the question, "Does not somebody as representative of the proprietor step in to mediate?" I can only say that I am unable to conceive any such friction, nor has any of the kind suggested existed in the life of University Hall, Edinburgh. Human nature being as it is, friction has at times arisen between individuals in the Hall and my firm, the secretaries of the Association acting as agents for the landlords in the collection of rents, but this is a very different kind of friction from that indicated by Mr. Ward, and I trust "that when any money is raised," as Mr. Ward puts it, in some of our modern Universities for self-governed Halls, there will be nobody who shall have, in case of emergency, the ruling of the residents' committee of management. There is no need for such.

With reference to the next point—about the change of housekeeper—that is done in this way. During the University session the housekeeper is the servant of the residents; during the vacation she is the servant of the landlord. If it is found desirable to make a change of housekeeper during vacation, my firm, as Secretaries of The Town and Gown Association Limited, advertises for applications, and from the answers makes a selection, in conjunction, of course, with the residents of the House who happen to be in residence at the time. If it is necessary to make a change of housekeeper during session, the residents take upon themselves the duty in conjunction with my firm. I, as representing the Association at such meetings, have one vote. The residents' committee, five in number, have five votes. Should I want one particular lady and all the residents desire another, I am in a hopeless minority.

Mr. Ward goes on to say that it will require one man's whole time to manage efficiently a large Hall containing from 100 to 150 students. If this is so, I cannot bring forward a stronger point in countering Mr. Ward's suggestion that I, in effect, am the Warden of University Hall, Edinburgh. I am the member of my firm who, perhaps, attends more particularly to the affairs of The Town and Gown Association; but the whole Association, including the Hall, does not take my whole time, which is devoted to my profession of chartered accountant.

With reference to the paper by Mr. John W. Graham, in the outset of which he suggests that as secretary for the Asso-

ciation which owns University Hall, I gave too roseate a picture of the Hall, which is not entirely what popular impressions confirm. I would ask him from whom he derives his impressions. I cannot think it is from among the students or the professors at Edinburgh University, although the latter at first might have been sceptical as to our final success.

I have never contended that University Hall, Edinburgh, is free from innocent ragging. We want young men to be healthy young men in self-governed residential halls; but I do think that our "excellent housekeepers lead placid lives, and that no undue share of the students' time is occupied in domestic and financial management." As a rule, the tone of public opinion is very high, but I cannot see that I ever suggested that it was not subject to slight change with changing sets of men. What I did contend was that one of the main elements which leads to unbecoming behaviour is removed in consequence of there being no direct authority to defy. Like Mr. Ward, Mr. Graham makes a point of the average age of the men in University Hall, Edinburgh, being higher than that of the average undergraduate at Dalton Hall, Manchester. I have already stated what the average age of our men is; but I am not concerned to counter Mr. Graham's point here. My contention merely is that older men as ordinary residents exert a larger and better influence for good than a warden can, and where there is no warden older men will be glad to become residents. Mr. Graham's opinion of the Scottish students is flattering to them; but it does not appear to have much to do with the point, since out of the 140 men at present in residence there 53 Scotsmen, 55 Englishmen, 10 Irishmen, 16 Colonials, and 6 foreigners.

Mr. Graham takes exception to my statement that self-conducted halls seem to flourish, while those under wardens languish. I found it difficult to express my meaning otherwise, and it is to be borne in mind that I was writing of the Committee's Report, which led one to the conclusion that matters were not well with residential halls. Mr. Graham claims for Dalton Hall that it is the oldest of the residential halls. As such it deserves honour. It has gone increasing in scope and stability for thirty years. That fact, to my mind, entails the greatest possible credit upon its management during that time; but I would compare Dalton Hall with Edinburgh University Hall in this way. Thirty years ago Dalton Hall, *which was endowed,* began with 20 studies and now numbers 52. It has increased, therefore, on the average by one study

a year. Nineteen years ago Edinburgh University Hall began, *without endowment*, with 4 studies, and now numbers 150. The ratio of increase or prosperity is surely between seven and eight times greater in the latter case than in the former, and this apart from the handicap of non-endowment. If it can be said that Dalton Hall has flourished, how much more has University Hall, Edinburgh? I regret that a point should be made against me for having ignored the Universities of Oxford, Cambridge, and Trinity College, Dublin. I excluded these because I was criticising the Inter-Universities Hall of Residence Committee's Report, which did the same; but, in my opinion, one of the first points to be improved in these old Universities—relics of antiquity, Mr. Graham had nearly made me say—is the system of residence and the rules and regulations referring thereto at present in vogue, "elaborated during centuries of experience." To how many of those one has personally heard of who have been sent down from Oxford or Cambridge would such a thing have happened had there been no authority to defy? I cannot recall a single case, and it is probable there would have been few indeed out of the whole number of such cases had there been a healthy public opinion to take the place of rules.

I would point out that Mr. Graham misrepresents me by abstracting from their context certain of my phrases and clauses, and in one case at least he quotes inaccurately, and so makes me appear to condemn halls under wardens altogether. Such was not my intention; on the contrary, on the principle of half a loaf being better than no bread, I agree that almost any form of social residence such as is under discussion is better than none at all; and while. in my opinion, self-governing halls are not only possible, but the best known form at present, halls under able wardens are probably better than no halls at all; and here I am glad to find myself in hearty agreement with the latter part of Mr. Ward's paper, where he suggests that every public body or private benefactor who grants scholarships from any of our schools to any of our new Universities should apportion a certain part of the scholarship fund to provide for the expense of residence in one of the university halls. I commend the suggestion to the serious consideration of all benevolent people who desire to advance education in general or any University in particular. In an interesting article in the May number of the *Nineteenth Century*, entitled "The Individual versus the Crowd," Sir Martin Conway writes as follows:—

"The corporate body of a university is felt to include past students who have taken their degrees and gone into the world, and who are believed, and rightly believed, by each present generation to be carrying through life the traditions that school and college imposed upon them, and to owe no small part of their after success to what the university gave them, and is giving to the existing students.

"Universities, like schools, perform the twofold function of instructing the intellect by scholastic means and developing the character by infection from the student crowd. A new university must necessarily be a feeble agent in the latter respect, and a non-resident university always feebler than one composed of residential institutions.

"In our own day we have seen universities and university colleges founded in many parts of the country, with provision made for excellent teaching in all kinds of subjects, and it seems generally to be assumed that when that has been done, when sufficient funds have been collected to endow a stated number of professors, and to raise a certain group of buildings, everything has been accomplished, and as good a university has been called into existence as any that has had a history of hundreds of years. From the point of view of mere teaching it may be the case; but from that of character formation in the students it certainly is not, and cannot be; whilst, for the efficiency of men in after life, character formation is obviously of far greater importance than intellectual equipment."

These words should be carefully pondered. Here is much food for thought, and I would merely add that the best character-forming medium I know is residence in a self-governed residential hall.

I have not left myself room to criticise Mr. W. W. Seton's interesting article (*University Review*, vol. ii., p. 558); but some of the above points may perchance modify one or two of his ideas on the subject. I am sorry he does not think that the undergraduates of London University are able to conduct a hall without the aid of a warden. I do not know the London undergraduate; but I shall be surprised if he is as Mr. Seton thinks.

THOMAS B. WHITSON.

Workpeople and the Universities.

THE unofficial contact of University men with workpeople has been for many years more common than is generally supposed. One of the most notable examples in the history of the Co-operative movement lies in the educational stimulus afforded to the movement when its Congress met at Oxford in 1882. In a much smaller degree the same contact took place this year at Birmingham. It is interesting to read the following notes written by a working co-operator who attended the meetings at Oxford in 1882 and at Birmingham in 1906.

"The delegates attending the Oxford Congress met on the day before Whit-Sunday, and Mr. Acland, whose interest in this Congress was so intense, manifested the greatest anxiety as they arrived. Many of the Oxford dons, who had got a not very favourable impression of the workingmen of Lancashire and Yorkshire from the newspapers, had chaffed Mr. Acland for showing such a great interest in them, and anticipated some rare fun when they came to express themselves in Congress. After the Monday morning's sitting these men came to Mr. Acland, not to ridicule him as they had expected, but to congratulate him. No wonder Mr. Acland's joy was unbounded, and that he should express himself as the "happiest man in the world." Next to Mr. Acland, the man who did most to make the stay of the delegates pleasant and profitable, was Mr. Arnold Toynbee. Those who were privileged to come into contact with him will never forget his personality, and how he interested himself in the enjoyment of the delegates and the work of the Congress. Mr. Marcroft, of Oldham (who had walked all the way to Oxford to attend the meetings), greatly amused the University men by his Lancashire dialect. They got him on the platform whenever they had an opportunity between the sittings of Congress, to tell the story of Oldham Co-operation and of his own life's struggles. After the first day's sitting of Congress was over, at 5 p.m., the delegates assembled

in the old schools' quadrangle to meet the undergraduates, who had each undertaken to take as many delegates as they could accommodate to their rooms to tea, and after tea to get to know as much as possible from them about the principles and practice of Co-operation. Imagine the picture of the undergraduates at one end of the quadrangle and the delegates at the other, meeting each other in the centre like two contending armies; but, instead of showing fight, greeting one another with open arms. Those who took part in the reception will never forget the cordial welcome of these young undergraduates. Then a difficulty arose. Oxford had attracted so many more delegates than had ever attended any previous Congress, that when each undergraduate had taken as many as he could accommodate, there were something like seventy delegates left without hosts. Balliol College, with which Arnold Toynbee was connected, undertook to provide for these at a moment's notice. And right well they did it. Mr. Percival, of Failsworth, and I were amongst this number, and after tea, we, along with four others, were taken to the rooms of Mr. Maurice Hill, who had invited a friend named Ashley to meet us. Never shall we forget so long as memory lasts how Mr. Ashley drew us into conversation, which became so intensely interesting that time flew away all too quickly. They took us, after a while, to the Hall of Balliol College, where a concert had been arranged for the pleasure of the delegates. They came to us again on the following morning to say how much they had enjoyed our company, and invited us to breakfast with them on the Wednesday morning, an invitation which we gladly accepted, and the scene still lingers in our memory of that interesting chat, with the window of the room overlooking the College gardens open, so that we could drink in, not only the interest of the conversation, but the beauty and sweetness of the flowers. Again and again has memory enabled us to live that scene over again. The most lasting benefit which resulted from the work of the Oxford Congress was the impetus it gave to Co-operative education. Mr. Arnold Toynbee read a paper on "The Education of Co-operators," which greatly stirred the delegates and kindled within them some reflection of the fire of his own wonderful educational enthusiasm. As the delegates, in the discussion on the paper, one after another regretted that their members cared so much more for dividend than they did for education, he in his reply said, with an intensity and an earnestness which cannot be conveyed to paper:—"If the passion for dividend is so strong, you must

meet it by a *stronger passion*, a passionate enthusiasm for education." And many of the delegates left Oxford with a passion for education which has not yet burnt itself out, and which has left its mark upon the educational side of the movement. It is a long time from the days of the Oxford Congress of 1882 to the Birmingham Congress of 1906, and many changes have taken place and many good men and true have laid down their armour; but both Mr. Percival and I were spared to attend the latter, and there again to meet our old friend, now Professor Ashley, and to call back again together the echoes and memories of the never-to-be-forgotten Oxford Congress."

This brief account tells in words of real eloquence of the deep impression made upon a working-man by a visit to Oxford, and of contact with something of Oxford life. Though the visit only lasted a few days, the effect is life-long. Oxford is still exerting this splendid influence, and so also is Cambridge, and the new Universities too, so that now everywhere can be seen signs of a "passionate enthusiasm for education" growing stronger every year.

The report of the Workers' Educational Association, to be shortly published, shows a remarkable advance, and if it does not actually inspire the attempts which are being made by Universities everywhere to fulfil their duty to the workers, yet it has the prerogative of acting as "recorder," because there is no other national organisation existing which unites in one body the Universities and the various working-class movements.

Among other interesting educational events of the coming month will be a conference at Cambridge, on August 11th, dealing with "Free Libraries and the Education of Workpeople." This conference will be preceded by a lecture on working-class education, by H. O. Meredith, who will also open a discussion upon the same subject at the British Association's York meeting, on August 4th. Mr. Meredith is the north-western secretary of the Workers' Educational Association, and is the only secretary of the Association who is a University man. He is a Fellow of King's College, Cambridge, and Lecturer in Economic History at the University of Manchester.

Educational unrest among administrators has its counterpart among working people. It is the unrest preceding a revival. Theological controversy obscures the issue but little.

Disputants unite eagerly when off the narrow strip of battle-ground—unite simply to promote real education. Education is in the air—it is the subject of the hour. To discuss it workpeople can be gathered together anywhere. All this talk—enthusiastic talk as it is—is bound to lead to important results. It has already produced a Ruskin College, a Workers' Educational Association, a new attitude towards the Universities, and a real demand for reform in evening school education. It will lead, it may be hoped, to a demand expressed wisely and persistently by workpeople, so as to draw forth increased efforts on the part of the Universities and to increase their financial aid, drawn directly or indirectly from public funds.

An observer of the actions of Universities cannot fail to be struck by the anxious attention they are giving to extra mural and extension work—especially as regards workpeople, and this in connection with liberal rather than technical education. The ancient Universities of Oxford and Cambridge give abundant proof that the Extension ideal of reaching the workingman has never been abandoned; and there are not wanting signs that they will honestly attempt to give satisfaction to workpeople who in any number make reasonable request for increased subsidies to be given to the Extension departments, and persistently demand that Extension centres shall become more in the nature of outposts of the University itself. In so far as the working-class demand rises, systematic study will replace short courses of lectures. The new Universities stand apart: they are experimenting along lines not severely academic. At Liverpool, Birmingham, Manchester and Leeds workpeople have been called in conference with the University authorities. Sheffield, the last to receive its charter, will probably follow these examples in October. In the first three places committees of the Workers' Educational Association were formed by resolution of the Conferences, with an express mandate to stimulate, focus, and express demand. The committees are complete federations of the educational and working-class bodies which work in these areas. Their status may be determined from the fact that among University representatives upon them are the Vice-Chancellor of Manchester University, Professors Michael Sadler, S. J. Chapman, J. H. Muirhead, J. H. B. Masterman, and the Dean of Christ Church, together with the Extension Secretaries. Workpeople are represented by Mr. D. J. Shackleton, M.P., who is chairman of a committee which has on it Mr. G. D. Kelley, M.P., and Mr. John Harker (President

of the Manchester Trades' Council). It is interesting to note that one secretary is a co-operator, one a trade unionist (educated at Ruskin College), and another a University man, whilst a provisional committee for Wales has as its joint secretaries a secretary to a trades' council, a director of education, and a registrar of a University College.

It may be urged that it is easy to construct committees, but surely not committees of this nature, unless indeed there is strong motive force behind, such as emanates from the will of workpeople—a will which initiated the work in 1903 at Oxford, and which has acclaimed it at conferences like that of Birmingham, when 1,000 delegates from all parts of the Midlands assembled under the presidency of Sir Oliver Lodge, and eagerly followed the lead of Richard Bell, M.P., and Bishop Gore.

A. M.

SPECIAL NOTICE.

Patriotism in the Universities.

The publication of further contributions to the discussion under the above title is unavoidably postponed until the August number of the "Review."

Foreign University News.

UNITED STATES OF AMERICA.

From Correspondents and by special permission from "The Michigan Alumnus," "The Yale Alumni Weekly," and "Old Penn," the organ of the University of Pennsylvania.

Carnegie Pensions.

The Carnegie Foundation, created by Mr. Andrew Carnegie in April, 1905, of which President Pritchett of Massachusetts Institute of Technology is administrative head, and which has on its board of directors some of the leading university and college administrators and business men of the country, has announced that it will soon begin to distribute annual pensions to an amount approximating $70,000 per year. The first group of distinguished recipients of this grant includes Prof. J. K. Rees of Columbia, the astronomer; Prof. H. M. Baird of the New York University, the Greek scholar; Professor Hiram Corson, teacher of English literature at Cornell; Prof. Chas. A. Young, the astronomer, and Prof. Packard, Professor of Latin, of Princeton; Prof. Geo. T. Ladd, emeritus Professor of Philosophy at Yale; Professor E. W. Morley, the chemist of Western Reserve; Professor H. P. Bowditch, the eminent physiologist of the Harvard Medical School; Professor F. A. March, the philologist of Lafayette College; and Professor E. R. Merrill, the Professor of Philosophy, and Prof. P. H. Chandler, the mathematician of Ripon College. It is stated that the sums to be paid to these first nominees will average less than $1,500 each per year, not more than half his former salary being paid to any one man. To be eligible a professor must have reached the age of sixty-five and must have been for fifteen years engaged in a higher institution of learning; and must have supported himself in the past principally by the profession of teaching. Only a

few academic institutions have created their own pension systems, hence this latest—but probably not last—of Mr. Carnegie's many benefactions, comes at an opportune time when the teaching profession is feeling the pinch of increased cost and a higher standard of living. It is estimated that out of 3,000 college professors in institutions in the United States, Canada and Newfoundland, which are within the scope of Mr. Carnegie's grant, there are about three hundred now eligible.

The Roosevelt Professorship.

Announcement has been made of the appointment of President Hadley, of Yale, to be Roosevelt Professor for 1907–8 in the University of Berlin. The appointment was made some time ago, and has recently received the confirmation of the Prussian Ministry. The President was named for the professorship as an honorary member of the Berlin Academy of Sciences, the members of which are *ex officio members* of the University of Berlin. The subject on which President Hadley will lecture is "American Economic Conditions," and the lectures will be delivered in the German language. He will be absent from Yale about four months—November and December in 1907 and January and February in 1908.

The Theodore Roosevelt Professorship in the University of Berlin was founded about a year ago when James Speyer, Trustee of the Teachers College, New York City, gave Columbia $50,000 for the foundation. The conditions of the gift are that the Columbia Faculty choose the incumbent of the professorship, subject to the confirmation of the Kaiser and the Prussian Ministry. The first appointment to the professorship was that of Professor John William Burgess, Dean of the Faculty of Political Science in Columbia University, who goes to Berlin this autumn to deliver a series of lectures on "Legal Problems in the United States."

Training for Foreign Service.

The announcement of the courses offered by Yale University and Columbia University in co-operation for students desiring training for foreign service has recently been issued. The project has the hearty approval of both the Secretary of State and the Secretary of War. Students may be registered primarily in either institution; they may attend both institutions during

the same half-year, or may be in residence at either in alternate half-years. Ordinarily the courses are intended for graduate students, but well qualified undergraduates with two years of collegiate work to their credit may, under suitable circumstances, take advantage of the training offered by these courses and at the same time count them toward the first degree. The course for consular service leading to a certificate, signed by the presidents of both Universities, will occupy three years; for other foreign service in special fields the course will be two years. The full programme includes seven divisions, namely, languages, geography, ethnology, history, religions, economics and law, the following subjects being prescribed for the consular certificate:—Two languages besides English, commercial geography, elementary statistics, trade statistics, commerce and commercial policy, elementary law, Roman law, commercial law, international law, history of diplomacy, and seven other courses to be approved by the committee on instruction.

Columbia.

STUDENTS IN RESIDENCE.

The two large residential halls for Columbia students, viz., Hartley Hall and Livingston Hall are rapidly filling. The statistics for the end of April show that 204 rooms in Hartley, and 196 rooms in Livingston, giving a total of 400 rooms, had been rented to 351 students.

Johns Hopkins.

THE POLITICAL SCIENCE SEMINARY.

With but one or two exceptions the papers presented at the Political Science Seminary during the year 1905–6 have related to current and unsettled questions in international law and diplomacy, and especially to those arising out of the late Russo-Japanese War. The recent acquisition by the Political Science Library of the University of a complete set in 94 volumes of the *British and Foreign State Papers*, by gift from Mr. Robert Treat Crane, and the current receipt of the *Archives Diplomatiques*, together with the opportunity of consulting the Library of Congress and that of the Department of State in Washington, D.C., have rendered readily accessible the published source material for the preparation of these reports.

THE DEPARTMENT OF HISTORY.

Researches in the department of History are conducted by means of seminaries and privately under the personal super-

vision of instructors. In the seminaries the work is in part of the nature of practical exercises for the development of the critical faculties, and in part enters into new fields of research. During the past year the seminary of European History under Professor J. M. Vincent has been considering special topics in Feudalism. The seminary of American History, under Associate Professor J. C. Ballagh, has been occupied with Diplomatic History during the Revolution and with reports on dissertations in progress.

Pennsylvania.

THE UNIVERSITY SETTLEMENT.

The new house of the University of Pennsylvania Christian Settlement is now practically completed. The building is 82 × 54 feet, with three stories, basement, and roof garden. The basement contains a gymnasium 40 × 60 feet, which may be used as an auditorium, a bowling-alley room, and locker rooms with shower baths and heating plant. The first floor comprises the office, gymnasium gallery, and two club-rooms for men, with baths and a separate entrance; the second floor has an auditorium which will also be used as the girls' gymnasium, the library, two club-rooms for young men, two for boys, two for girls, a demonstrating kitchen and a locker-room with baths for girls. The third floor provides living quarters for the Resident Director and family, four women workers and ten students. The roof garden is well adapted for kindergarten work, baseball, entertainments and festivals. Adjoining the buildings on the north there will be ample room for the children's playground, when the old buildings now on the site have been removed. The amount so far raised and expended on new buildings and site has been $42,000; some of the rooms will be furnished by students as follows: Library, Philomathean Society; gymnasium, medical students; office, law students; men's club-room, Phi Delta Theta Fraternity, club-room, veterinary students.

ESTABLISHMENT OF AN ALUMNI FUND.

A Pennsylvania Alumni Fund has recently been organised in order to reach the army of earnest Pennsylvanians who want to help their University in a limited way, and who may not know exactly how to do so. The money will be applied for general university purposes. The Board of Trustees will have charge of the undertaking, and all moneys will be deposited by the treasurer separate and apart from all other funds of the University.

NEWS AND NOTES.

A public appeal has been made on behalf of the departments of Botany and Biology of the University which are now much handicapped in their work by lack of proper buildings and other facilities.

On Wednesday, June 13th, 1906, the one hundred and fiftieth annual commencement of the University of Pennsylvania was held in the Academy of Music. Degrees were conferred on over five hundred students, but no honorary degrees were granted except that of Doctor of Laws on Victor Emmanuel III., King of Italy.

Professor Martin G. Brumbaugh, Professor of Pedagagy in the University, has been elected superintendent of Public Schools in Philadelphia.

On May 23rd a dinner was given by the Trustees of the University as a testimonial of their affection and esteem for Dr. Charles C. Harrison, Provost of the University since 1905.

Yale.

RECENT APPOINTMENTS.

Among the most important of recent appointments at Yale are the following:—Ernest W. Brown, now of Haverford, to be Professor of Mathematics. Mr. Brown is 39 years of age, a graduate of Cambridge, England, a Fellow of the Royal Society, of the Royal Astronomical Society, and of the London Mathematical Society; editor of the Transactions of the American Mathematical Society, and author of works on the "Lunar Theory." The University has arranged for the publication of the results of Professor Brown's researches as a series of Yale tables which will probably form the basis for the nautical almanacs of all countries. Dr. Alexander W. Evans, now Assistant Professor of Botany, has been promoted to a full professorship in the same subject.

Michigan.

DEATH OF PROFESSOR RUSSELL.

The University has suffered a great loss by the recent death of Professor Israel C. Russell, Professor of Geology since 1892. *The Michigan Alumnus*, speaking of him, says:—"His reputation as a geologist was not only national, but international, and he was ranked, by the *savants* of Germany and England especially, as one of the foremost geologists of the world. His writings on his subject are numerous, and as authority, unquestioned. He covered nearly the whole world in his

scientific journeys, and for some time was in the service of the United States Geological Society. . . . . His memory will be cherished as one of the treasures of the University."

UNIVERSITY STATISTICS.

The total number of students in the University for the past year is 4,571, exclusive of course of the names of students who are enrolled in two departments. The total increase of students over last year is 445. By departments the Engineering School shows the largest growth, an increase of over 150; the Literary department comes next with a net increase of 149. The Law department shows a growth of only 25, while the Medical School has a loss of seven and the Dental department one. The loss in the Medical School is only a part of the general falling off all over the country. On the other hand there is a decrease in the number of graduates to record. Though this decline is not large it has been regular for the past three years; in 1903, 866 students were graduated; in 1904, 845; and in 1905, 836. This falling off may be largely accounted for, however, in the temporary decline of the Dental department, for in 1903 there were 81 Dental graduates as against only 37 last year. This department is only beginning to recover from the change to the four-year course a few years ago, with the subsequent return to the former three-year's regimé.

NEWS AND NOTES.

The portrait of President Angell, which is to be presented to the University through the efforts of the Michigan Union, is to be painted by William M. Chase of New York. Active steps are now being taken to raise the necessary $4,000 to cover all the expenses incurred. A strong appeal is being made to Michigan men everywhere for contributions to the fund. Professor Henry M. Bates is acting as treasurer.

Every year the University Sociological Society offers a Scholarship at the Chicago Commons. The incumbent spends the first semester there examining some special problem upon which he offers a report on his return. The last holder of the scholarship studied "Truancy in the tenement districts of Chicago."

Professor Andrew McLaughlin has resigned his chair at Michigan in order to become head of the department of History in the University of Chicago.

The Universities.

CAMBRIDGE.

The Department of Agriculture.

The annual report of the Board of Agricultural studies for the year 1904–5 has recently been issued. It states that the Department of Agriculture which has been in existence now for more than six years has no buildings of its own, great inconvenience is caused thereby, and the Board are now most anxious to proceed with the building of a special School of Agriculture. The Drapers' Company, to whom the Board are already indebted for the stipend of the professor, have offered a sum of £5,000 towards a building fund, on condition that an equal sum be raised by the end of the year 1906. Already the Duke of Devonshire, Lord Rothschild, and Lord Strathcona have promised £1,000 each; and Sir Ernest Cassel also offers £1,000 on condition that £20,000 is raised. The Chancellor (the Duke of Devonshire), has taken a personal interest in the proposed School of Agriculture, and has recently formed a committee for the purpose of bringing the building fund before land-owners and others interested in the progress of agricultural science. The following have joined the committee, of which the Duke of Devonshire is chairman:—Lord Carrington, Lord Onslow, Lord Burghclere, Lord Rothschild, Mr. W. H. Long, M.P., Sir Thomas Elliott, and Mr. C. D. Rose, M.P. An appeal for funds has been prepared, and is now in course of circulation.

The work of the department during the year has been satisfactorily continued. The number of students attending the courses of instruction is 46, of whom 41 are members of the University. The Diploma has been awarded to six students. The Board express in the report their indebtedness to the owners and occupiers of land who have given them opportunities for experimenting.

University News and Notes.

The German newspaper editors who were recently visiting England were invited to Cambridge on June 27th. After inspecting several places of interest the visitors were entertained

to luncheon by the Master of Peterhouse in the College hall, where they were met by the Vice-Chancellor and a number of professors. After lunch the Master, speaking in German, offered the visitors a cordial welcome to Cambridge. Dr. Ward's speech was enthustically applauded. Dr. Trefz, of Munich, replied in English. The Vice-Chancellor also spoke.

In the 57th annual report of the Fitzwilliam Museum Syndicate recently published it is stated that the number of visitors to the Museum during 1905 was 43,085, and to the Museum of Classical Archæology 4,238.

Mr. E. S. Roberts, Master of Caius College, has been elected Vice-Chancellor for the coming year.

Dr. Rouse, of Christ's College, has been appointed University teacher in Sanskrit.

Dr. Nuttall, of Christ's College, has been appointed Reader in Hygiene. Dr. Humphrey, of King's College, has been re-appointed University Lecturer in Medicine.

The General Board of Studies have appointed Mr. S. G. Campbell, M.A., Christ's College, University lecturer in Classics (Epigraphy and Dialects); Mr. E. H. Minns, M.A., Pembroke College, University lecturer in Palæography; and Mr. W. H. Johnson, M.A., of King's College Sidgwick lecturer in Moral Science. Mr. N. Wedd, M.A., King's College, has been re-appointed University lecturer in Ancient History.

The Financial Board report that the sum of £30,063 6s. 3d. should be raised in the present year by contributions from the colleges for University purposes. Thirteen per cent. on the taxable incomes of the colleges will produce this sum.

The offer of the Worshipful Company of Girdlers to continue their grant of £160 a year for three years towards the teaching of economics in the University has been gratefully accepted.

The Appointments Board, established in 1902 for a period of five years, is to be continued until the Senate shall otherwise decide, and an annual grant of £100 will be paid to the Board for a period of five years ending on December 31st, 1911.

A grant of £60 has been made from the Worts Fund to Mr. C. B. Fay, B.A., of King's College, towards defraying the expense of a journey which he proposes to make to the Continent with the object of investigating the comparative conditions of the co-operative movement in Germany, France, and other adjacent countries, on the condition that he report to the Vice-Chancellor the results of his investigations in a form that may be hereafter published to the Senate.

Professor Woodhead has been nominated to represent the

University at the dedication of the new buildings of the Harvard Medical School in September.

The degree of M.A. *honoris causa* has been conferred on Captain Cyril B. Druce, adjutant of the University Volunteers.

An address to the University of Aberdeen on the occasion of the celebration of the quartercentenary of that University in September has been approved and ordered to be sealed, and presented by the delegates appointed to represent the University of Cambridge.

The first annual dinner of the Christ's College Club was held on June 6th in London, Dr. Peile the Master of the College was in the chair.

The late Lord Alwyne Compton, Bishop of Ely, has left a number of valuable pictures, subject to his wife's life interest, to the Fitzwilliam Museum.

A testimonial, consisting of a silver salver and a cheque subscribed for by members of the University, was presented recently to Dr. A. H. Mann, the University Organist, by the Provost of King's College (Dr. James).

The Mathematical Tripos List was read out on June 12th, the senior wranglers being A. T. Rajan and C. T. J. Sewell (bracketed equal), both of Trinity College. It is interesting to note that four out of the thirty-three wranglers are holders of senior county scholarships under the London County Council.

The honorary degree of LL.D. has been conferred on M. Cambon, the French Ambassador.

DUBLIN.

The Royal Commission.

The first meeting of the Royal Commission on Trinity College, Dublin, and the University of Dublin was held at the Royal Commissions House, Old Palace Yard, London, on June 19th. The following were present:—The Right Hon. Sir Edward Fry, P.C., F.R.S. (chairman); the Right Hon. C. Palles, LL.D. (Lord Chief Baron of the Exchequer in Ireland); Sir Thomas Raleigh, K.C.S.I.; Sir Arthur Rücker, M.A., D.Sc., F.R.S.; Mr. Henry Jackson, Litt.D.; Mr. S. H. Butcher, M.A., Litt.D., M.P.; Mr. Denis J. Coffey, M.A., M.B., F.R.U.I.; Mr. S. B. Kelleher, F.T.C.D., and Mr. J. D. Daly, M.A. (secretary).

The Commission considered the procedure to be adopted in the conduct of their inquiry. It was decided to invite, in the

first instance, written statements from the Provost and Fellows of Trinity College, Dublin, the professors of the University of Dublin, and other persons and bodies.

The Commission desire to make it publicly known that they will be prepared to receive and to consider written statements from any persons or bodies who desire to lay before the Commission their views on matters within the scope of the inquiry, provided that such statements are forwarded to the secretary of the Commission, 4 Upper Merrion Street, Dublin, before July 31 next. The second meeting of the Commission will be held in London on August 31st.

Mr. J. D. Daly, M.A., of the Department of Agriculture and Technical Instruction, Ireland, who has been appointed secretary of the Royal Commission, acted in the same capacity in connexion with the Royal Commission appointed in 1901 to inquire into the state of higher education available in Ireland outside Trinity College, Dublin.

Fellowships and Scholarships at T. C. D.

The results of the recent annual examinations for fellowship and scholarships in Trinity College are as follows:—The board have elected to a fellowship Mr. Robert Malcolm Gwynn. The Madden prize of £400 and a fellowship prize of £60 have been awarded to Mr. George Randolph Webb; and a fellowship prize of £60 to Mr. Robert William Tate. The new scholars were elected as follows:—In Classics: M. A. C. Wilkins Olive Constance Purser, M. Noyk, J. E. L. Oulton, E. F. Lawson, J. H. F. Leland, T. M. Barker, H. W. Lemon. In Science: S. G. Stewart, J. Maxwell, H. W. M. Gilmore, S. B. B. McElderry, J. Davidson. Miss Olive Purser, who won the second classical scholarship, is the first woman to be a scholar of Trinity College; she will enjoy all the privileges of the scholarship except that of being "on the foundation" of Trinity College, Dublin.

A Statue to the late Mr. Lecky.

In the front square of Trinity College a statue of the late Mr. Lecky was unveiled by Lord Rathmore on May 10th. A numerous and distinguished company attended the ceremony, including the Lord Lieutenant of Ireland and many of Mr. Lecky's personal friends. The statue, which is the work of Mr. Goscombe John, A.R.A., was afterwards presented to the College by Mr. W. G. Brooke on behalf of the Memorial Committee.

EDINBURGH.

A Lectureship in Psychology.

An important addition has been made recently to the teaching staff of the University by the establishment of a lectureship in general and experimental psychology in connexion with the philosophical department. The funds for the lecturer's salary are mainly supplied by the Combe trustees, who have also contributed £300 towards the equipment of a laboratory. In consideration of this generous assistance it has been decided to call the lectureship the George Combe lectureship. Besides experimental teaching and research, it is expected that the lectureship will be largely utilized in connexion with the training of teachers. An appointment will be made in time for work to begin next session. It is interesting to note that George Combe (who is well known as the author of "The Constitution of Man"), from whose trust the funds are derived, was himself a candidate for the Chair of Logic in the University in the year 1836.

Vacation Courses in Modern Languages.

Vacation courses in modern languages—English, French, German, and Italian—will be held in the University during the month of August. The English course is intended primarily for foreigners, but part has been specially adapted to the needs of English-speaking students. The inauguration will take place on the morning of July 31, when the Lord Provost of Edinburgh and the Principal of the University will welcome the students. The lecturers will include Dr. Henry Sweet, of Oxford; Professor Elton, of Liverpool; Professor Paul Pasey, of Paris; Professor Viëtor, of Marburg; Dr. Agnoletti, of Glasgow. The social arrangements include excursions to places of interest and beauty in the neighbourhood of Edinburgh. The Carnegie Trust undertakes to pay the fees of Scottish students. Certificates of proficiency granted by the council are recognised by the Scotch Education Department. Full particulars will be forwarded on application to the honorary secretary, Professor Kirkpatrick, at the University.

British Students' Congress.

The second annual Congress of student representatives of all the British Universities—except those of Oxford and Cam-

bridge—will be held in Edinburgh from July 13th to 17th. The programme of the Congress is an attractive one. On the evening of the first day a dance will be held in the University Union. On the 14th inst., at the first meeting of Congress, the delegates will be welcomed in the hall of the Union by Principal Sir William Turner and the Hon. Lord Dundas, the Lord Rector's Assessor. In the afternoon a visit will be paid to the Fourth Bridge, and in the evening a dinner will be held. On Sunday, the 15th inst., the delegates are invited to attend the military service in St. Giles' in the morning. In the afternoon they will drive to Roslin, where they will be present at the evening service in the chapel. The second session of Congress will be held on Monday morning, after which the delegates will be entertained to lunch by Principal Sir William Turner. In the afternoon they will visit Edinburgh Castle and Holyrood Palace, and the evening function will be an "At Home," given by the Women's Students Union. The last session of Congress will be held on Tuesday, the 17th inst. Mr. J. Forbes Watson, the President of the Edinburgh S.R.C., will preside over the meetings. A special account of the Congress will appear in the August issue of this *Review*.

University News and Notes.

In the University Calendar for the Session 1906–7, recently issued by Mr. James Thin, of Edinburgh, it is stated that the number of matriculated students for the year—reckoned from May to May—reaches a total of 3,159, which is an increase of 135 over the number last year.

The University has received from Lord Leith, of Fyvie, a bust of Dr. James Gregory, formerly Professor of the Practice of Physic in the University.

Lord Lister has recently intimated his resolve to bequeath to the University the portrait of himself presented to him in 1895 by former colleagues and pupils.

Professor Chiene has been re-appointed lecturer in Clinical Surgery.

The University Court has approved of plans for effecting certain alterations on the lower floor of the north block of the University buildings, with a view to providing accommodation for various University societies, etc.

GLASGOW.

University News and Notes.

At a meeting of the University Court, on June 7th, letters of resignation were received from Professor Ramsay, Professor of Humanity, and Professor McKendrick, Professor of Physiology. The former, who has occupied the chair for upwards of 40 years, is compelled by the unsatisfactory condition of his health to tender his resignation. Professor McKendrick has held the Chair of Physiology for 30 years. He has been partly moved to take this step in order that his successor may have a considerable share in the equipment, and an opportunity of arranging the details of apparatus, etc., both for teaching and research, of the physiological laboratories, which have been designed according to specifications supplied by Professor McKendrick, and which are now approaching completion.

Professor McKendrick delivered his valedictory address to the students in the Physiological class-room on June 29th. The Progress of Physiology was the subject of his address.

The competition open to all alumni of the four Scottish Universities for a prize of 100 guineas offered by Mr. J. Peddie Steele, of Florence, for the best essay on sixteenth century humanism as illustrated by the life and work of George Buchanan, has been won by Thomas D. Robb, M.A., a graduate of Glasgow. Twenty-four essays were sent in.

LEEDS.

University News and Notes.

A Degree Day was held on June 30th, the Vice-Chancellor presiding. *Ad eundem* degrees were conferred on several former students of the Yorkshire College who were already graduates of other Universities, principally Victoria, and most of the successful candidates at the Final examinations of the past month also proceeded to degrees. At the close of the ceremony it was announced that the following University scholarships had been awarded in connection with these examinations:—Classics: George William Butterworth, £25; Chemistry: Henry James Hodsman, £50, on condition of undertaking post-graduate work; Engineering: Edward

Holgate, £25. The £50 Scholarships gained in 1906 by Miss Doris Gunnell in Modern Languages and Literatures, and by Miss Carrie Holmes in English, are continued for a second year.

Other recent awards include the Salt Scholarship (for Arts students) to W. C. Gill, and Clothworkers' Company Day Scholarships to L. Broadbent, E. E. Cockcroft, J. Mills and A. L. Sutcliffe, as well as the renewal of Akroyd Scholarships held by R. S. Horsfall, H. Davies and I. L. Sinson, and of Brown Scholarships held by H. J. Hodsman and E. A. McGill.

Steps are now being taken to organise Convocation. The members of that body met on June 13th, and appointed a committee to consider questions of procedure, including the election of officers.

An old Yorkshire College student, Dr. W. H. Hurtley, D.Sc. Lond., has been appointed Lecturer in Chemistry at St. Bartholomew's Hospital, London.

The Athletic Sports were held on May 25th, in wet weather. The Championship Cup was won by J. B. Fisher (Medical School), who was first in the long jump (20 ft. 4½ ins.) and hundred yards ($10^1/_5$ secs.), and third in the hurdles and quarter-mile.

The following have been elected officers of the Union Committee for the Session 1906–7:—Chairman, A. E. Battle; Hon. Treas., Professor B. M. Connal, M.A.; Hon. Sec., L. R. L. Donaldson; Staff Representative, Professor C. E. Vaughan; Committee, J. Baddiley, J. R. Bibby, C. H. Binns, J. N. Cameron, A. G. Goodson, R. S. Horsfall, G. V. Penty, F. G. Stephens, J. A. Smith, F. M. Watts, E. W. Wilkinson.

LIVERPOOL.

A notable Gift to the University.

As Chancellor of the University, Lord Derby has formally accepted from Miss Isabella Gregson, of Normanton, Dean Park, Bournemouth, formerly of Liverpool, the gift of the Gregson Memorial Institute and Museum, situated in Garmoyle Street, Liverpool. The gift is to be utilized for University extension purposes, and represents in money value, with an endowment of £5,000 added by the foundress, about £30,000. It was erected some years ago by Miss Gregson at her mother's request for purposes of scientific recreation in memory of her father, mother, brother, and sister.

University and City.

At a recent meeting of the Liverpool City Council the Finance Committee recommended that the grant of £10,000 to the University of Liverpool be renewed. A motion to reduce the grant to £7,000 was made by one of the Councillors, and it was pointed out that when in 1882 the University College was established, a free grant of land to the value of £30,000 was made to it. Already a grant of £1,800 was being made to the University out of the Education rate for technical instruction, and in addition payment of fees amounting to about £1,000 was being made. After some discussion a vote was taken, and the proposed reduction was lost by an overwhelming majority, only seven votes being recorded for the amendment. The Committee's recommendation was then adopted.

The Town Clerk of Liverpool (Mr. Edward R. Pickmere) has recently presented a report to the City Council in connexion with the annual grant of £10,000 made by the Council out of the City rate to the University. The report deals with the educational methods employed at the University, and as to how far such methods are in the interests of the city and meet its requirements. It is pointed out that the Day Training College numbers 160 students, and is managed by a Committee representing nearly all the educational organizations of the City. Referring to special departments the report states that the Pathological Laboratory is used for municipal work by the Corporation, and the Professor of Pathology is employed by the City. The School of Tropical Medicine, the School of Veterinary Medicine and Surgery, and the Institute of Comparative Pathology are specially mentioned in the report as rendering valuable assistance to the commercial enterprise of Liverpool.

"As the resources of the University," Mr. Pickmere says, "and its willingness to help become more widely known, applications for assistance in dealing with problems of many kinds steadily increase, and it may be said that hardly a day passes without bringing some practical difficulty to some of the departments of the University for solution. It sometimes—indeed, often—happens that such problems involve more than one branch of science, and can be dealt with only by the joint work of the departments concerned." Arrangements are now in progress to establish closer relations between the libraries and museums of the City and the University in order to increase the usefulness of all these institutions.

The following extract from the last annual report of Vice-

Chancellor Dale, is quoted by Mr. Pickmere:—"It would be difficult to exaggerate the service rendered by such a fund. In some cases it has enabled students to take a University course who, without such assistance, must have gone straight from school into the office or the shop; in others it has relieved a strain which must have endangered health and strength, while it has also afforded some students of exceptional promise the opportunity of a year's advanced study of research after completing the course required for a degree." Mr. Pickmere further mentions that, apart from this special fund, 23 Liverpool students who hold senior City scholarships under the local Education Committee are also receiving free education in and at the cost of the University.

The Teaching of English.

The success of the conferences at the University on the teaching of the English language and literature, which have been held several times during the past two years has caused the formation of an association on a permanent basis having for its aims the maintenance of the standards of English teaching and the encouragement of English studies in all the Educational institutions of Liverpool and district, and the provision of regular opportunities for free interchange of opinion between teachers of English possessing every variety of experience, as to the best methods of teaching and studying the subjects of their profession. Membership of the Association is open to all teachers as well as to all who are interested in the subject. Professor Oliver Elton has been elected the first President. It has been decided to take steps to bring about co-operation with the local History and Geography Associations already existing. Mr. G. R. Mitchell, of Liverpool College, Shaw Street, is the Hon. Secretary of the Association.

Inter-Universities Debate at Liverpool.

Arrangements for the Inter-Universities debate which the Guild of Undergraduates is proposing to hold in the forthcoming Winter Session are going forward satisfactorily. The date has been fixed for Friday, November 23rd. The debate will begin at 5-15, and the division will be taken about 8 o'clock. Cambridge will supply the proposer of the resolution for discussion, and Aberystwith the seconder.

LONDON.

Visit of the French Professors.

The Senate of the University of London recently invited representatives of the University of Paris (Faculty of Letters and Faculty of Sciences) and of the Collège de France to visit London at Whitsuntide. These representatives were accompanied by the highest officials of the French Ministry of Public Instruction, and by a number of representatives of the Universities of Bordeaux, Caen, Dijon, Lille, Lyon, Montpellier, Nancy and Rennes. The Société des Professeurs de langues vivantes and the Guilde Internationale were simultaneously entertained by the Modern Language Association, and the University arranged for the representation of all these bodies at the various ceremonies. The French delegates were headed by M. Liard, the Vice-Rector of the University of Paris.

The visitors arrived on Monday, June 14th, and were met at Victoria Station by a Reception Committee, consisting of the Vice-Chancellor, the Principal, and several members of the Senate and Officers of the University, who accompanied them to the Royal Palace Hotel, where the delegates resided during their stay in London, and where an informal dinner was given in their honour on Monday evening, the Vice-Chancellor in the chair.

On the following morning the official proceedings began with a Reception by Lord Fitzmaurice, Under-Secretary of State for Foreign Affairs, and Mr. Lough, M.P., Parliamentary Secretary of the Board of Education, in the large room of the Foreign Office, followed by luncheon for 300 guests in the East Gallery of the University. After luncheon, addresses were given in the Great Hall by the Vice-Chancellor of the University: "Introductory"; M. Liard, Membre de l'Institut, Vice-Recteur de l'Université de Paris: "Higher Education in France"; The Principal of the University of London: "English University Education"; and by Professor M. E. Sadler, Past President of the Modern Language Association: "French Influences on English Education." The visitors were then conducted over the new Physical and Chemical Laboratories of the Royal College of Science by the Principal, Professor Tilden, Professor Callendar, and the Staff of the College.

On the morning and afternoon of June 6th, the delegates were the guests of the London County Council, under whose

escort they visited Westminster Abbey and School, the Camberwell School of Arts and Crafts, and the Oliver Goldsmith School. They were entertained at luncheon by Mr. Evan Spicer, the Chairman of the London County Council, at Belair, Dulwich, after which they visited the Dulwich College and Picture Gallery. In the evening private dinners were given by the Vice-Chancellor and Lady Busk, the Principal and Lady Rücker, Dr. and Mrs. Bradford, Sir William Collins, Dr. Headlam, Mrs. J. R. Green, Sir Philip and Lady Magnus, Dr. and Mrs. Mears, Sir Walter and Lady Palmer, Dr. and Mrs. Pye-Smith, and the Principal, Professors, and Lecturers of University College; and the evening concluded with a Reception by His Excellency the French Ambassador at the French Embassy.

On Thursday morning, June 7th, a series of eight addresses was given in the Great Hall of the University by Professor E. A. Gardner, Dean of the Faculty of Arts of the University of London; M. Croiset, Membre de l'Institut, Doyen de la Faculté des Lettres de l'Université de Paris: "Philologie et Littérature"; Dr. Waller, F.R.S., Dean of the Faculty of Science of the University of London; Professor Sir William Ramsay, K.C.B.: "University College, London"; M. Appell, Membre de l'Institut, Doyen de la Faculté des Sciences de l' Université de Paris: "Les Sciences dans l'Université de Paris"; M. Léger, Professeur et Secrétaire de l'assemblée des professeurs du Collège de France; M. Benoist, Recteur de l'Université de Montpellier; and by M. Morel, Vice-Président de la Société des Professeurs de langues vivantes: "A Souvenir of Thomas Campbell and Lord Brougham, the founders of the University of London, as friends of France and French Literature." M. Léger presented to the Vice-Chancellor, on behalf of the Collège de France, a copy of the "Histoire du Collège de France" from its origin to the beginning of the 19th century, by M. Abel Lefranc, a copy of the "Annuaire du Collège de France, 1901–05, and the facsimile of a diploma, dated September 15th, 1567, granted to Nicolas Goulu, who was Professor of Greek from 1568 to 1577.

In the afternoon their Majesties the King and Queen received the French delegates, who travelled by special train to Windsor. The Earl of Rosebery, Chancellor of the University, presented the Vice-Chancellor, who, in turn, presented the rest of the representatives of the University of London, the French representatives and the ladies accompanying them. The guests were afterwards entertained at tea in the Orangery. In the evening the proceedings concluded with a Conversazione at the University, at which nearly 2,000 guests were present.

On Friday, June 8th, a large party numbering upwards of 100 paid a visit to Cambridge, where they were conducted over the Colleges and entertained at luncheon by the Vice-Chancellor, the Master of Trinity, and other heads of houses.

Immediately on their return to France the delegates sent the following telegram to Sir Edward Busk, the Vice-Chancellor:—

> "En rentrant en France nous tenons à adresser aussitôt au nom des Universités françaises nos remerciements affectueux à l'Université de Londres pour sa splendide hospitalité, dont nous lui sommes cordialement reconnaissants."

This has been followed by a cordial letter from M. Liard to the Principal.

A Creighton History Lectureship.

A fund is being raised for the purpose of founding a Creighton History Lectureship or Professorship in the University of London in memory of Dr. Creighton, the late Bishop of London. Shortly after Dr. Creighton's death, a proposal was made to found a Professorship of History in his memory. The memorial eventually took another form, but a sum of money, specially subscribed with a view to the Professorship, was employed, together with some other subscriptions, in providing courses of historical lectures which were given in connexion with the University of London for a term of three years. The Memorial Committee, at the close of its work in October, 1905, handed over to Mrs. Creighton the residue of the subscriptions, amounting to £278, with a view to its being employed for the benefit of her children. She and they have made known to certain friends of the late Bishop their intention to present this sum, which Mrs. Creighton has herself raised to £300, to the University of London, to be used as a nucleus for the permanent endowment of a Lectureship or Professorship of History in that University. With this end in view, the friends of the late Bishop now ask for further contributions to the fund. Over £100, in sums varying from £25 to £1, has already been privately raised, and the Committee now wish to appeal to a wider public. Should the sum now available not be appreciably increased, it will at least be possible to apply the accruing interest as an honorarium for an annual lecture like the Rede Lecture at Cambridge or the Romanes Lecture at Oxford. If the fund produces only sufficient income for a single lecture, it is suggested that the lecture be given biennially, the income in alternate years being added to the capital. Should the fund

receive considerable additions, the number of lectures might be proportionately increased; or the surplus above the sum required for the annual lecture might be allowed to accumulate till it is sufficient to found a Professorship. It is proposed that:—1. The capital sum shall be vested in the University of London. 2. The appointment of the lecturer or professor shall be in the hands of the University. 3. The post to be founded shall be known as the Creighton Lectureship or Professorship, as the case may be. 4. The subject or subjects of the lecture or lectures shall be historical, and shall be treated in such a manner as to illustrate the methods of historical study and research. 5. Subject to the foregoing general conditions, the regulations affecting the Lectureship or Professorship shall be drawn up by the University, and may be altered from time to time, if need be, by the same authority.

Subscriptions may be sent to Miss Mary Bateson, 9 Huntingdon Road, Cambridge.

University News and Notes.

Sir Edward Busk has been re-elected Vice-Chancellor of the University for another year.

In consequence of its removal to Cambridge, Cheshunt College, which was made a School of the University in the Faculty of Theology by the Commissioners appointed under the University of London Act of 1898, has been compelled to sever its connection with the University.

The Authorities of the Lister Institute of Preventive Medicine have made arrangements for the accommodation upon their premises of the Professor of Protozoology recently appointed by the University, together with an Assistant and six Research Students. Three Laboratories will be placed at his disposal, together with the use of the library and a lecture theatre. The Institute will further provide a sum of £250 for equipment, together with annual grants for the salary of the Assistant, apparatus, and upkeep, amounting in the first instance to £150.

The Delegacy entrusted with the conduct and administration of Goldsmiths' College have presented their Report for the year 1905–06. Thanks to the continued generosity of the Worshipful Company of Goldsmiths, the buildings have been adequately adapted to the needs of the College. The staff consists of 61 teachers. The Day Training Department is officially recognised for 500 students, and, the course provided extending over two years, the number in attendance during the past session was

250, of whom 103 were men and 147 women. During next session 250 more will be admitted, and the number for whom accommodation is provided will thus be complete. Negotiations are in progress for the establishment next September of hostels in the neighbourhood of the College for the accommodation of the students in the Day Training Department who are unable to live at their homes.

The first sports meeting of the University of London Athletic Union was held recently at Stamford Bridge. The meeting was very successful, and it is considered highly probable that the sports will henceforth be held annually. The prizes were distributed by Lady Busk, wife of the Vice-Chancellor of the University. The winners of some of the principal events of this first meeting of London University athletes may be mentioned:—100 Yards Race: W. J. Gibson (London Hospital); time, 10 3-5 sec. Long Jump: W. Scott (School of Economics), 20 ft. 6¼ in. Half-mile Race: F. Heyes (non-collegiate); time, 2 min. 6 sec. One Mile Race: R. McLinnell; time, 4 min. 49 2-5 sec. High Jump: F. K. Cooper (University College), 5 ft. 3¼ in. Quarter-mile Race: J. Sherman (University College) and C. M. Rigby (London Hospital) ran a dead heat; time. 54 2-5 sec. 120 Yards Hurdles: W. J. Gibson; time, 17 1-5 sec.

City and Guilds of London Institute.

The annual meeting of the Institute was held recently. The Chairman, Lord Halsbury, in moving the adoption of the annual report of the Council said the steady increase in the number of students attending classes in technology registered by the Institute throughout the country and in the Colonies had been maintained. Referring to the proposal to bring into relationship the several science colleges at South Kensington, he observed that at the last annual meeting the opinion was generally expressed that the Institute should carry on the Central Technical College, much as it had done in the past, except that instead of being an isolated college it would form a definite part of a well-considered scheme in which all branches of physical science were represented and brought into correlation. While he hoped some means would be found by which the Institute would be enabled to carry on its college in close association with the other colleges at Kensington, and the usefulness of the institution thereby enhanced, he felt sure that this must be done by preserving its traditions.

Bedford College for Women.

At the presentation of graduates to the Vice-Chancellor at the University of London on May 9th, 25 students of the College were presented for degrees in Arts, 7 for degrees in Science, and 13 for the post-graduate diploma in Pedagogy. A reception was held afterwards at the College and attended by about 500 guests, who were received by Mrs. James Bryce and the Hon. Mrs. Bertrand Russell and the Principal, Miss Ethel Hurlbatt, M.A.

The Fishmongers' Company has given one hundred guineas to the College Site and Building Fund.

The Council have appointed a former student, Miss Ethel Strudwick, M.A., to the Staff of the Classical Department of the College.

Sir Edgar Speyer, Bart., has consented to act as honorary treasurer to the Site and Building Appeal Fund of Bedford College for Women. The Council have appointed Miss Louisa Woodcock, M.D., pathologist at the new Hospital for Women, to supervise and direct the physical instruction given in the College. The Council have appointed as Secretary Miss Ethel McKnight, M.A. (Vict.), Mental and Moral Science Tripos (Cantab.). Miss McKnight will take up her duties in September. Miss M. H. Hartland, who has been pursuing the course of scientific instruction in hygiene at Bedford College, has been awarded the Pfeiffer resident studentship for one year at the Women's University Settlement, Southwark.

Dr. John Lawrence, Lecturer in English Language and Literature at Bedford College for Women, has been appointed Professor of English Language and Literature at the Imperial University of Tokio. Mr. Sawayanagi, the official representative of general education in Japan, is at present in London, and visited Bedford College recently, inspecting the laboratories and attending several lectures. The College now numbers among its resident students a distinguished lady from Japan, Miss Sumi Miyakawa, who is pursuing a course of Scientific Instruction in Hygiene, and has just passed an examination qualifying for Sanitary Inspectors in this country. Miss Miyakawa has been sent to England by the Japanese Government to study the teaching of Domestic Science; and on her return to her own country is to organise a Domestic Training College, a branch of the great Training College for Women in Tokio.

Royal Holloway College.

June 7th was Commemoration Day at the Royal Holloway College, Englefield Green. After a service conducted by the Dean of Windsor a garden party was held in the beautiful grounds of the College, attended by nearly 1,000 guests. A large number of the French University visitors were present and lent a special interest to the occasion.

There are now about 160 students in residence at Holloway College.

King's College.

The Council of King's College have made the following appointments:—C. S. Myers, M.A., M.D., professor of psychology (including experimental psychology); A. V. Salmon, B.-ès-L., professor of romance philology; H. S. Allen, B.A., B.Sc., senior lecturer in physics; Hugh Playfair, M.D., M.R.C.P., F.R.C.S., lecturer in practical obstetrics. The Council have elected the following as Fellows of the College:—G. P. Gooch, M.P., Dr. T. J. Brodie, F.R.S., Sidney Preston, C.I.E., M.I.C.E., the Rev. Professor A. Caldecott, D.D., D.Litt., Professor A. K. Huntingdon, F.I.C., and Walter Smith.

A meeting of the University of London branch of the Universities Mission to Central Africa was recently held at King's College. The Rev. Dr. Headlam, the Principal, occupied the chair. The Bishop of Zanzibar gave an interesting account of the work carried on by the Mission in its two dioceses, Zanzibar and Lokoma. The mission now employs 118 European and 268 African workers. The hospital which had been established at Zanzibar was doing most valuable work. Sir Thomas Stevenson also spoke, making an appeal for help on behalf of the Mission.

The Medical Schools.

Sir Donald Currie, accompanied by Lady Currie, on Monday, June 11th, laid the foundation-stone of the School of Advanced Medical Studies, the Nurses' Home, and the Maternity Students' House, which, through his munificence, are in course of erection in connexion with University College Hospital. Sir E. Busk, Vice-Chancellor of the University of London, expressed on behalf of the University its thanks to Sir Donald Currie for his munificent gift, which had enabled the University to carry out a great work, which but for his help might not have been accomplished for some years to come. Lord Fitzmaurice, tendered to

Sir Donald the thanks of the council of University College, London. Sir Donald Currie, who was warmly received, congratulated all connected with the University, the College, the Hospital, and the Medical School, that these new buildings had been established under such happy auspices—free of debt and with a balance of about £20,000 in hand, which would be available for the upkeep of the Medical School and the home. He had every confidence that these new buildings would be of great value both now and in the future.

At St. Bartholomew's Medical School Dr. W. H. Hurtley, D.Sc. (Lond.), has been appointed to the lectureship on chemistry, and will begin his duties in September next. The department of physics has recently been transferred to larger rooms, and the new laboratory has been thoroughly equipped at a cost of £450.

Professor J. B. Farmer, F.R.S., has been appointed to represent the University on the Committee of Management of the Medical School of St. Thomas's Hospital.

University College.

The Council of University College, London, have appointed Lieutenant-Colonel L. A. Waddell professor of Tibetan.

The following re-appointments have been made for a further period of three years:—The Rev. Canon E. Moore, to the Barlow lectureship; Dr. W. McDougall, to the readership in experimental psychology; Professor J. Sully, to the lectureship in æsthetics; Dr. Hirschfeld, to the lectureship in semetic epigraphy; Dr. Parsons, to the lectureship in physiological optics; Dr. Page May, to the lectureship in physiology of the nervous system.

The title of Assistant Professor of Zoology has been conferred upon Dr. Chubb, and the title of Assistant Professor of Botany upon Dr. Fritsch.

Professor Mackarness, M.P., having been obliged to resign the chair of Roman Dutch Law at University College on account of his professional and Parliamentary engagements, Mr. R. W. Lee, Fellow and Lecturer of Worcester College, Oxford, barrister-at-law, and formerly of the Ceylon Civil Service, has accepted the invitation of the Council to occupy the chair of Roman Dutch Law for three years.

An interesting new departure was made in the architectural department of University College at the beginning of the present session. A design class for advanced students was started under the supervision of Professor Simpson. Mr. Reginald

Bloomfield and Mr. Leonard Stokes were appointed visitors. An exhibition of the work of the class was held recently in the architectural lecture-room. The architectural department as now organized provides a two-year and a three-year course for the training of architects; the three-year course is intended to lead to the proposed new degree in architecture that the Senate of the University of London have under consideration.

The sixth International Congress of Applied Chemistry at its final meeting in Rome decided on London as its next place of assembly. Sir William Ramsay was elected as the president and Sir Henry Roscoe as the honorary president of the Seventh Congress.

A most interesting exhibition of the results obtained by the British School of Archæology in Egypt is open this month at University College. Several problems of great archæological interest have been solved by the researches of Professor Flinders Petrie and his assistants in the district assigned to them by the Egyptian authorities—the Delta. Professor Petrie has brought back with him to England, and is now showing in this exhibition eloquent proof of the value of the work that is being done by the British School.

Principal Sir Arthur Rücker delivered at University College on June 13 the foundation oration in connexion with the Union Society. The subject of the address was the forthcoming incorporation of the College in the University of London.

MANCHESTER.

Meeting of the University Court.

A special meeting of the Court of the University was held on June 22nd. The Vice-Chancellor—Dr. Alfred Hopkinson, K.C.—stated that during the Session 1905–06 the total number of students in the several faculties was 1,371—exclusive of 297 attending the evening classes. Referring to the recently established Faculty of Technology the Vice-Chancellor said that in substance it was not correct to say that the Municipal School of Technology had become a part of the University. A very large amount of work was done at the School of Technology, and all who were engaged in education recognized to the full the great value of that work. But it stood altogether apart from and outside University work. What had been done by the University, however, was this: that those who were pur-

suing their studies on definite lines in the day classes at the School of Technology—studies which were considered to be of a university character—under such professors of the school as had been recently made members of the Senate, would be able to proceed to the new degree of technical science. There was nothing to make it necessary that the whole of their course should be pursued in the School of Technology, but it was perfectly in the power of the University to recognise that in some courses of study pursued within its walls there was no bar of separation between the two institutions.

The following resolution was proposed by Sir William Mather, seconded by Mr. Alfred Haworth, and adopted unanimously:—"That this Court of Governors cordially approves of the scheme which has been sanctioned by the Council and Senate for the erection of a Union and Refectory suitable to the requirements of the University, and heartily recommends the appeal being made by the Union for the building fund to the notice of the friends of the Manchester University." Speaking on behalf of the resolution Sir William Mather said that of the amount required, viz., £10,000, nearly half had been already obtained. He hoped that with the aid of the Court the rest of the sum would be obtained before the holidays began.

University News and Notes.

There was a crowded audience of students and new graduates and their friends in the Whitworth Hall on Degree Day, which was held on June 30th. The occasion was rendered one of special interest by the presence for the first time of graduates in the new faculties of Theology and Technology. For the first time also a number of degrees were given under certain new statutes which enable the University to confer degrees upon those who have pursued research within its walls.. Honorary degrees were conferred as follows:—M.A. upon Mr. Theodore Nield, the first Principal of Dalton Hall. M.Sc. upon Mr. Julius Frith. B.D., the Rev. Leonard Hassé, Principal of the Moravian College, Fairfield. M.Sc., Tech., upon Mr. Ivan Levinstein.

The completion of Professor Schuster's twenty-five years' professorship at the Owens College has been celebrated recently by a number of his old students and assistants. In 1881 Professor Schuster was appointed to the chair of Applied Mathematics, and in 1888, on the death of Balfour Stewart he became Professor of Physics. But Dr. Schuster's connexion with the College goes back as far as 1871, in which year he was one of

the first students to work in the Physical Laboratory under Professor Balfour Stewart. From 1873 to 1875 he acted as an honorary demonstrator in the department. Ever since that time Dr. Schuster's services have been unstintingly devoted to the College.

A communication has been received from the War Office stating that a competitive examination of candidates for the Regular Forces will be held on the 9th October, 1906. The competition will be in Military subjects. The number of commissions assigned to the University of Manchester and the two Universities grouped with it for the nomination to take place after this examination, is as follows:—one commission in the Indian Army, one commission in the Royal Artillery, five commissions in other branches of the Regular Forces. University candidates who wish to attend this examination should inform the Vice-Chancellor of their intention, in order that their names may be forwarded to the War Office before the 15th August.

The late Francis William Webb, formerly Chief Mechanical Engineer of the London and North Western Railway Company, has bequeathed to the University the sum of £2,000 for the purpose of establishing an annual scholarship for the benefit of employés and sons of employés of the London and North Western Railway Company. The Scholarship will be tenable at the University and will be awarded for proficiency in Engineering and subjects connected with Railway work.

The question of providing suitable lodgings where women students may reside is one which in the past has given rise to some difficulty. A Committee of ladies has now been appointed, of which Miss Oakeley, the Tutor for women students, is the Secretary, to deal with this subject and to draw up a list of suitable rooms. Every student requiring lodgings will receive this list on coming into residence. The Council has passed a regulation to the effect that every student should report to the Tutor the address of the rooms which she proposes to take, and should also report any change of address.

A very successful re-union of old Owensians now resident in London took place on June 9th, at the Holborn Restaurant, where a dinner was held under the presidency of Sir Henry Roscoe. The Vice-Chancellor, Dr. Alfred Hopkinson, K.C., was present as the guest of the evening. Upwards of fifty Owensians attended the dinner, which it is hoped will become an annual function. As an outcome of the re-union steps are being taken to organize an association of London Owensians. Mr. C. G. Dehn, LL.B., of 85 London Wall, E.C., will be glad to receive

the names of any past students of Owens College living in London or the neighbourhood who would like to join such an Association.

The proposed debate with students of the Lille University has unfortunately had to be abandoned owing to the examinations of the Lille students clashing with the date chosen for their visit to Manchester.

The Annual Sports were held recently at the Manchester Athletic Ground. The Milnes Marshall Gold Medal and championship of the Sports was won by A. V. Clegg, who was first in the mile (5 mins. 6 1-5 secs.), half-mile (2 mins. 18 2-5 secs.) and steeplechase. The Inter-University quarter-mile was won by R. G. Macpherson of Leeds University.

Miss E. M. Saxelby has been elected chairman of the Womens' Union for the Session 1906–7.

A shilling fund on behalf of the new union scheme has been started by the Editor of the *Manchester Medical Students' Gazette*. The first list of subscriptions amounts to 150 shillings. Further contributions will be gladly acknowledged.

The death took place recently under very tragic circumstances of Dr. William Ramsden, lecturer in Sanitary Medicine at the University. He expired from heart failure just as he was about to begin to lecture. He was only 29 years of age.

The additions to the John Rylands Library in the year 1905 have amounted to 8,926 volumes, including some early printed books of great interest and value. With a view to extending the usefulness of the Library among non-resident scholars, it is intended to issue a series to be known as "The John Rylands Facsimiles." These will be produced at the Photographic and Printing Department of the Manchester School of Typography, and will be reproductions of books of extreme rarity and interest as monuments of early printing. Each of these reproductions will have a bibliographical introduction.

The first list of successful candidates in the examinations for the newly constituted degree of Bachelor of Divinity have just been published as follows:—J. T. Brewis (with distinction in Old Testament, History of Doctrine, Ecclesiastical History, Comparative Religion, and Old Testament, Special), H. Bulcock (with distinction in English Bible), H. M'Lachlan (with distinction in Old Testament and History of Doctrine), T. C. Porteus (with distinction in Apologetics), and W. T. Waugh

(with distinction in English Bible, History of Doctrine, Ecclesiastical History, and Ecclesiastical History, Special).

It has been decided to establish two Research Fellowships in Public Health of the value of £50 each, to be awarded annually. One will be awarded to candidates for the diploma in public health who are qualified to carry out research work; the other will be awarded to graduates in medicine after a special examination either in pathology and bacteriology or in chemistry.

The Council have decided to renew for another year the offer of a scholarship to be awarded on the results of the July matriculation examination. The scholarship is of the value of £30, and is tenable for three years at the University.

The University has received a bequest from the late Mr. G. H. Hankinson, consisting of a large number of legal works, including a nearly complete set of the Law Reports.

University Appointments, etc.

Mr. A. C. B. Brown (Oxford), has been appointed Assistant Lecturer in Classics.

Mr. G. H. A. Hickling, B.Sc. (Manchester), has been appointed Assistant Lecturer in Geology.

The following new appointments have been made to the Staff. Assistant Lecturer in French: Mr. F. J. Tanquerey, B.Sc., L.es.L. Assistants in Education: Miss Grace Owen, B.Sc., of Columbia University, and Mr. Peter Sandiford, B.Sc. Mr. Sandiford is a Manchester graduate.

Mr. F. M. Powicke, M.A., has been appointed to the two posts of assistant lecturer in history and tutor to supervise the work of the Civil Service students. Mr. Powicke is a former University Fellow, and is at present assistant lecturer in history in the University of Liverpool.

Mr. W. J. Deeley, B.A., Head Master of the Fielden School, has been appointed special demonstrator in school teaching.

Mr. J. Howson Ray, M.B., Ch.M., has been appointed Assistant Lecturer in Operative Surgery.

Mr. H. B. Wallis, B.A., has been appointed Assistant Lecturer in Philosophy from the beginning of next session. The duties of the post are being temporarily discharged by Mr. Norman Smith, B.A.

The Rev. Mr. Hassé, Lecturer in the History of Doctrine, has resigned his post on the occasion of his resignation of his Principalship of the Moravian College, Fairfield.

The following appointments have been made to the recently instituted law lectureships:—Lecturer in common law: E. C. Burgis, M.A., B.C.L., LL.B., barrister-at-law. Mr. Burgis obtained a first class in the Final Honours School of Modern History at Oxford and a first class in the Final LL.B. examination of the University of Manchester. Lecturer in criminal law, law of procedure, and law of evidence: H. C. Dowdall, B.C.L. (Oxford), barrister-at-law. Lecturer in probate, divorce, ecclesiastical and Admiralty law and practice, bankruptcy and company law: T. G. Russell, LL.B. (Dauntesey legal scholar and common law prizeman of the Owens College and graduate in law of the University). Lecturer in the law of public rights and civil injuries: G. B. Hertz, M.A., B.C.L. Mr. Hertz already holds the post of lecturer in constitutional law.

OXFORD.

The Encænia.

The Sheldonian Theatre was crowded on June 20, when the annual commemoration of the founders and benefactors of the University took place. Honorary degrees were conferred upon the following:—D.C.L., presented by Dr. Goudy, Regius Professor of Civil Law: Wang Tah-sieh, Chinese Minister; the Earl of Aberdeen, M.A., University College, Lord Lieutenant of Ireland; Viscount Milner, M.A., Fellow of New College; Mr. Richard Burdon Haldane, K.C., M.P., Secretary for War; Sir Horace Curzon Plunkett, F.R.S., and Sir John Madden, Chief Justice of the Supreme Court, Victoria, Chancellor of Melbourne University. D.Sc.: John Milne, F.R.S., presented by Dr. Love, Sedleian Professor of Natural Philosophy. D.Litt., presented by Dr. Bywater, Regius Professor of Greek: Professor Domenico Comparetti, Senator of the Kingdom of Italy, Member of the Academy of the Lincei; Monsignor Louis Duchesne, Member of the Institute of France, Director of the Ecole Française de Rome.

A hearty reception was given to all the recipients of honorary degrees—the cheering being especially enthusiastic for Lord Milner, Mr. Haldane and the Chinese Envoy Extraordinary. Mr. A. D. Godley, Fellow of Magdalen, the Deputy Public Orator, delivered the Creweian oration, making reference to the many and heavy losses suffered by the University during the past year by the deaths of the late Provost of Oriel, Sir John Burdon Sanderson, Mr. T. H. Grose, Professor Burrows and others. The prize competitions were then recited as follows:—Gaisford Greek verse, Mr. Leslie W. Hunter, scholar of New College; English essay, Mr. Arthur H. Sidgwick, Fellow of University College; Latin verse, Mr. Francis S. Porter, scholar of University College; Stanhope historical essay, Mr. Raymond V. Holt, Lincoln College; Latin essay, Mr. Henry L. Henderson, Fellow of New College; Newdigate prize, "The Death of Shelley," Mr. Geoffrey Scott, New College.

University News and Notes.

It is proposed to commemorate the valuable services rendered to archæology by Dr. Arthur John Evans by placing a portrait of him in the Ashmolean Museum of which he has for nearly twenty-five years been Keeper; during which period the Museum has been raised mainly through his energy and generosity to a place in the front rank among European museums. An influential committee has been formed to promote the object in view. Dr. G. A. Macmillan, St. Martin's Street, London, is the Hon. Treasurer, and Mr. D. G. Hogarth and Mr. C. F. Bell are the Hon. Secretaries. It is proposed to have the portrait painted by Sir W. B. Richmond, and a reproduction in photogravure will be sent to every subscriber. Subscriptions may be paid to the Hon. Treasurer or to the account of the Arthur Evans Portrait Fund, at the Covent Garden branch of the London and County Banking Company, Henrietta Street, Covent Garden, W.C.; or to Barclay & Co., Old Bank, Oxford.

The Hon. Auberon Herbert delivered the Herbert Spencer Lecture in the Sheldonian Theatre, on June 7, before a large gathering. In the course of his address Mr. Herbert said that whatever doubts and questions and new interpretations might belong to the future, Herbert Spencer's work would remain as a great monument of what one mind could achieve, facing the great world problem.

The result of the voting for the offices of the Union Society which were contested is announced as follows:—President: G. S. Rentoul, Christ Church. Junior Treasurer: W. G. Gladstone, New College. Secretary: G. B. Allen, Wadham.

The degree of M.A. *honoris causa* has been conferred upon Harry Robertson Best, sanitary officer to the delegacy for licensing lodging-houses.

The honorary M.A. degree has been conferred in Convocation upon Captain Harry Lancelot Ruck-Keene, D.S.O., Adjutant of the 1st Oxford University Volunteer Battalion. Captain Ruck-Keene served with distinction in South Africa, and has been instrumental in establishing the Mounted Infantry Volunteer Corps at Oxford.

Convocation has passed a decree making provision for the appointment of an assistant-lecturer or lecturers in colonial history in accordance with the provisions of Mr. Beit's endowment, such decree to remain in force till 1912.

It is proposed to erect a tablet in the Examination Schools commemorating the foundation by the Right Hon. Cecil J. Rhodes of the scholarships bearing his name.

The annual dinner of the Rhodes scholars took place recently at the Randolph Hotel under the presidency of Sir Lewis Mitchell. About 140 scholars were present. The company included the American Ambassador, Dr. Parkin, C.M.G., Professor Miers, Mr. B. F. Hawksley, Mr. F. J. Wylie, local secretary, Mr. D. Brodie, and Mr. C. W. Boyd, C.M.G.

Mr. William Somerville, M.A. Cambridge and Durham, D.Sc. Durham, B.Sc. Edinburgh, assistant secretary to the Board of Agriculture, has been elected Sibthorpian Professor of Rural Economy. From 1889 to 1891 Mr. Somerville was lecturer on forestry at Edinburgh University, and Professor of Agriculture and Forestry at Durham College of Science from 1891 to 1899; he was Professorial Fellow of King's College and Professor of Agriculture, Cambridge University, from 1899 to 1901, and president of the English Arboricultural Society from 1901 to 1903.

Under the will of the late Miss Claudia Griffiths, of Glamorgan, the Masters and Fellows of Jesus College have received the sum of £3,000 for founding scholarships for the sons of clergy in the diocese of Llandaff.

The Curators of the Taylorian have appointed Mr. Karl Breul, M.A., Litt.D., of King's College, Cambridge, to deliver a course of lectures on modern German literature since Gœthe, the object of the donor of the emolument (£50) being "to encourage the study of German literature, and thereby to promote cordial relations between this country and Germany."

The electors to the Speaker's lectureship in Biblical studies, have appointed Mr. Cuthbert Hamilton Turner, M.A., Fellow of Magdalen College, as the first lecturer.

At St. John's College, Mr. G. M. Young, B.A., Fellow of All Souls, has been appointed Lecturer in Ancient History.

The Rev. Arthur H. Johnson, M.A., and Sir Foster H. E. Cunliffe, M.A., have been elected to Fellowships at All Souls College.

Dr. Horace Middleton Vernon has been elected to an ordinary Fellowship in Magdalen College, by special election, with a view to his pursuing research in physiological chemistry and allied studies.

The Bishop of Birmingham preached the commemoration sermon at the University Church, on June 17th, to a crowded congregation.

WALES.

Honorary Degrees.

It is stated that the Senate of the University of Wales has decided to recommend to the University Court the names of the Rev. Dr. A. M. Fairbairn, M.A., principal of Mansfield College, Oxford; the Rev. H. Elvet Lewis, minister of the Welsh Congregational Church, King's Cross, London; and Sir Lewis Morris, Kt., M.A., author of "The Epic of Hades," of Penhryn, Carmarthen, as persons to receive an honorary degree of the University this year.

University College of North Wales.

The Closing Ceremony of the session was held on the afternoon of Friday, June 22nd. The academic address being delivered by the Rev. A. H. Sayce, D.D., LL.D., Professor of Assyriology in the University of Oxford, well-known for his contributions to Biblical and Oriental studies. His subject was "Education in the Ancient East."

In addition to continuing for another session the Entrance Scholarships and Exhibitions awarded in 1904 and 1905, amounting in annual value to £540, the Senate have made a number of new awards for 1906–7, which by themselves reach a total of upwards of £350.

University College of South Wales.

The contract for the first portion of the new College buildings has been awarded by the College Council to a local firm at £87,847, *i.e.*, £68,985 for the arts building and £18,862 for the library.

Mr. Herbert Stanley Jevons has been appointed Lecturer in Political and Commercial Science. Dr. Mitchell Stevens has been appointed lecturer in Materia Medica and Pharmacology. Mr. S. Price has been re-appointed Lecturer in Mining.

UNIVERSITY COLLEGES.

University College, Bristol.

Miss Elsie B. Pearce, B.Sc., has been appointed Assistant Lecturer in Botany.

Miss Marion F. Pease and Mr. T. S. Foster, M.A., have been appointed Readers in Education.

Mr. S. B. McLaren, Lecturer in Mathematics in the College, has been appointed to a Lectureship in the University of Birmingham.

Mr. H. B. Lee Smith, M.A. Oxon., has been appointed Lecturer in Economics for the Session 1906–7.

Mr H. O. Wills, of Kelston Knoll, has promised the sum

of £10,000 toward the establishment of a University for Bristol and the West of England.

At a general meeting of the students and members of the College, held on Thursday, December 7th, a committee was appointed to consider the formation of a Union Society. At a similar meeting, held on June 22nd, it was unanimously resolved "That a Union Society be established in University College, Bristol." The following officers were elected:—President, Mr. F. L. Usher; Treasurer, Dr. F. Francis; Secretary, Mr. W. P. Warlow.

Mr. T. H. Butler and Mr. B. W. Burton have been appointed by the Students' Representative Council to represent the College at the Inter-University Students' Congress at Edinburgh.

Hartley University College, Southampton.

On March 21st the College lost, by the much-regretted death of Mr. Thomas Morgan, an able and zealous member of its Council. Mr. Morgan had filled a large and important place in the public life of Southampton. For many years he was Chairman of the Free Library Committee, in which capacity he did much to raise the Library to the very high standard of efficiency which characterises it. Mr. Morgan became a member of the Hartley Council in 1900, and, through his unfailing tact, his devotion to business, and his consistent support of the Principal, he rose when the College obtained its charter to the position of Vice-Chairman of the Council.

We fear that there is a prospect of our losing from our midst, at the end of the session, one of the most popular and efficient of the junior members of the staff, viz., Mr. E. H. Alderson. Mr. Alderson has been a member of the College, first as student, afterwards as lecturer, for nearly six years. During that long period he has won and retained in the highest degree the affection and esteem of all with whom he has had to do. He has rendered unostentatious, but invaluable, service in the organisation of College societies, and in the arrangement of social functions, and he has been a quiet but powerful influence for good wherever he has gone.

The Endowed Schools' Governors and the Borough Education Committee have been busy during the past few months in

considering schemes for the co-ordination of education in Southampton. They wish to avoid over-lapping, to economise energy, to smooth the passage from the elementary to the secondary schools, and to facilitate the progress of all capable scholars to the University College or the University. Dr. Easton laid before the Endowed Schools' Governors some admirable proposals for achieving the ends in view. Dr. Richardson, our Principal, was asked to report on the same subject to the Education Committee. He made a very careful study of the educational institutions of the borough, but in the end did not feel it necessary to depart very widely from the scheme laid down in Dr. Easton's report. This happy agreement between Dr. Easton and Dr. Richardson as to the main lines of a scheme of co-ordination makes us hopeful that the educational bodies in Southampton—chief among whom are the Hartley Council, the Education Committee, and the Endowed Schools' Governors —may soon be able to formulate a working policy.

At Easter the Past Students of the College held a highly successful Re-union. The proceedings were of unusual interest and importance; for the existing "Association," which was confined exclusively to teachers, was dissolved in order that, phœnix-like, it might spring into the larger life of an association including past members of all departments of the College.

The Debating and Choral Societies gave their united soirée and entertainment on May 24th. Mr. R. S. Williamson read an excellent paper, full of quaint information, on "The Songs of Sailors," while the members of the Choral Society rendered, in appropriately blood-curdling or amorous styles, the ditties either sung by or deemed (by landsmen) suitable to pirates, and admirals, and love-sick able-bodied seamen, and deserted mermaids.

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Patriotism in the Universities.

"Recognising that it is the duty of every able-bodied man to be prepared to defend his country, let us ask how can university men contribute to this end? By becoming Volunteers, it may be answered. True; but could not some arrangement be made whereby service would be made compatible with academic work? . . . . Could we not form the habit of devoting one of our university years to shooting and drill? Is it not fitting that the brains of the nation should set the example to the rest? Would it not be possible to create the feeling that not to have learned to defend one's country is 'bad form?' That to have taken a degree without having done one's duty is unworthy of our manhood."—Sir WILLIAM RAMSAY, K.C.B., F.R.S., in the "University Review," April, 1906.

The following are among the further contributions to the discussion on Sir William Ramsay's article which have been received:—

Mr. JOHN W. GRAHAM, M.A., Principal of Dalton Hall, Manchester, writes:—

The ideal University is a place where thought is untrammelled, where learning is at leisure, and where large stores of facts are accumulated and organized. We might, therefore, hope that in such centres we should find—as in large measure we have always found—new movements of thought stirring, causes born which hereafter will enter practical politics, but are as yet only a dawning hope; and

we should expect those causes which are not born in Universities, but derive their motive power from the poverty of the poor, and arise in working-class quarters, to receive from the Universities guidance and illumination, having their aberrations checked by students who have been privileged to look back into the past, and may, therefore, be qualified to look forward into the future. Oxford and Cambridge have been called the two eyes of England, and now that the number of Universities is increased we have the right to hope that they will still all of them be in the vanguard of thought, working out for the nation the wisest lines of permanent progress possible at a particular epoch.

Where then exactly are we to-day in regard to international relations? What has been aptly called the Unit of Strife has been enlarged until citizen no longer wars with citizen, nor city with city, but only state with state. The feeling for the family, or for the city, or for the local country side has not been killed, but it has been deprived of its hostile and exclusive character, has been welded into a larger unity and takes a harmonious place in the patriotism of the nation. Nationality is strongly established. States, Federations and Empires are large.

But the next stage in evolution is unmistakeably coming upon us; we have John Morley speaking of trying to be "a good European"; we have international law and the Hague Tribunal, and a rapidly increasing number of arbitrations. We are reaching forward to an attempt at a mutual agreement to halt in the cost of armies and navies. All great matters are laid before Conferences of the Powers. We live in the midst of *ententes cordiales*, both realized and hoped for; we are becoming in all ways conscious of the possibility of coming action among the civilized nations of the West. It is coming quietly, from all sides, as the dawn comes.

Therefore we should expect that the thought of the Universities working through young and enthusiastic men and women, upon whom the frost of custom and weakened personal energy have not yet descended, would have become cosmopolitan and humanitarian. Learning is already cosmopolitan. A German monograph finds no national barrier against its use in England; laboratory workers in science talk of the same subjects at the same time at home and abroad; all over Europe and America exchanges of students, degrees, and professors occur.

But if men are to learn the Science of War at a University, across this hopeful prospect comes a sulphurous cloud of militarism, of nationalism on its blatant and self-assertive side, of patriotism not actively engaged with the national welfare, but hostile and exclusive, as it used to be. Where the scheme becomes popular, students will see around them the technical preparation for slaughter.

Doubtless we shall have an army for long years to come; only by slow and very complicated changes, passing through several stages, can militarism become a thing of the past; and so long as we have officers they must be trained; but do not allow such teaching, however necessary somewhere in comparative obscurity, to spoil a university.

There can be no claim that this teaching has anything to do with a liberal education. By a liberal education I mean one which is valuable for its own sake, which constitutes a discipline of the mind, enlarges ideas, checks conclusions, enriches the interests and adds to the graces of life, and may not be without some value in teaching sympathy and self-control. Even when teaching is definitely for a profession it should, at a university, be given in such a way as to have a theoretical value, to appeal to laws and principles, and to be much more extensive than the empiricism more appropriate at a Technical School. The subject of war can doubtless be treated in the university manner; it is so treated in the department of History; its cost and waste are part of the subject matter of Economics; the violent passions which accompany it come under the department of Ethics and Psychology; its surgical consequences are treated at the Infirmary, and the connexion and contrast between it and other forms of assault and battery come under the department of Law. There is nothing left for the military lecturer but the merest technical knowledge and craft. The lecturer is naturally selected from the Army not from the universities.

It is doubtless a legitimate object of ambition with the administrators of universities to create new technical departments in order to increase the number of students and the vogue of the institution, but we cannot think that that is the highest ambition of an educator. And when the teaching appears to be required by volunteer officers only, as is the case in Manchester, it should be given under the War Office and at its charge, in separate training schools, not at the cost of University funds, badly needed in other departments.

Professor PETER THOMPSON, Professor of Anatomy in King's College, London; formerly Senior Subaltern in the Owens College Volunteer Company, Manchester, writes as follows:—

I have read the article by Sir William Ramsay on "Patriotism in the Universities," and the subsequent discussion, with considerable interest. Without doubt, the systematic devotion of a definite amount of time to the pursuit of military training is not incompatible with the average curriculum. A company of volunteers was raised in connexion with the Owens College, Manchester, in 1898, and attached to one of the Manchester Regiments. The movement was quite successful, and the Company exists to-day as vigorous as ever it was.

The question is "How best to obtain recruits for such a similar corps, and how best to spend the time devoted by the undergraduate to his military duties." Amongst the undergraduates in the German Universities, it is considered "good form" to belong to a Verbindung, to attend Kneipes, and to fight duels, and this tradition existed long before compulsory military service became law. Much has been said and written against the practice of the duel amongst the students, but it still goes on, and will go on, because it makes men of them, makes them patriotic, and in their opinion, adds to the glory of the fatherland.

I do not for a moment suggest that the introduction of duelling into our Universities is necessary to the development of the patriotic idea. But surely we could have Students' Corps, encouraged by the War Office, supported by the University authorities, the aim of which would be, not uniforms and parades, but the attainment of skill in the use of the rifle. Once let it become the tradition for the best type of student to be a member of his University Corps, and to attend the shooting practices with the same assiduity as he attends his lectures, then the undergraduates of the Universities would set an example of patriotism to the nation which would be far reaching in its results. And for the development of this tradition the University authorities themselves possess the key. Let them *recognise* time systematically devoted to military work and *facilitate* in every way they can the obligation which lies on every student, to make himself efficient for the defence of his country.

Mr. H. S. PERRIS, M.A., writes:—

This is scarcely an auspicious time for the further inculcation of militarism disguised as "patriotism" in our Universities. It should have been done six years ago; now it is a little late in the day. Whatever eminent specialists in science and volunteer officers may say, the democracy of England is set upon the organisation—not of further warlike machinery, but of Peace. Hence the *entente cordiale* with France, and the welcome visits to London of German Burgomasters, workmen, and editors. Hence the announcement of the Government that it proposes to reduce the swollen expenditure on armaments, and endeavour to make the coming Peace Conference at the Hague accomplish something for the furtherance of international harmony and the lightening of military burdens. We have a right to look to the universities for a training, not in the Brutalities, but in the Humanities, not in the use of firearms, and the senseless routine of military "drill," but in the forwarding of high ideals of justice, law and international order. We do not want our Universities to become recruiting grounds for Jingoes and physical force men, but for peace and moral force men. By all means attend to the physical development of the students, but do not try to get in doctrinaire militarism by a back-door. The idea that the greatness or safety of a country depends on rifle shooting, and soldiering is rapidly becoming antiquated and discredited. If you want peace, *prepare for peace* (not for *war*). And let the Universities, instead of listening to the counsel of professional fighters, attend to their proper work of training the minds and characters of their students in all that makes men and nations really great,—in which category I do *not* include markmanship and military drill.

[*Further contributions to this discussion will be published next month. The Editor will be glad to receive expressions of opinion from all who are interested in the subject.*]

"Suggestions on the Training of a Solicitor"

BY

A. E. CHAPMAN, M.A., LL.D. (Cambridge).

Lecturer in Law in the University of Leeds.

UNDER this title in the *University Review* for the month of May Mr. Cameron draws attention to the great difficulty of an articled clerk concurrently attending to the practical work in a solicitor's office and studying for the Law Society's examinations.

The suggested remedy which recommends itself to Mr. Cameron is a period of training and education in a Law School to be followed by two or three years' service in an office. I should like to go one step further, namely a return to the Law School after articles. Close association with articled clerks for many years has shown me that the early part of the time spent in an office, is of small value to most men because they have no knowledge of law. It is like expecting two people to play a game of chess without knowing either the names of the pieces or how to move them. Before going into an office a man needs to be equipped with a general elementary knowledge of law, and then he will be able to understand what is being done and profit by the experience. But without coming into contact with practitioners, clients, and court officials, and the documents required in actual cases, and without the knowledge of the affairs of a grown-up world (not of the world he has just left behind at school or in the university) he is not in a condition so to study the

law as to acquire that insight into it and that command of it which a man ought to have before he can conscientiously feel that he can be trusted to advise a client. He ought, therefore, to return to the Law School enabled by the experience gained in the office to take in an intelligent view of the law as a whole. This conclusion is not so strange as at first sight it appears because the majority of articled clerks in effect do this. It is quite common for men to give up office work for some time before their Final; and those who have given due attention to office work find that their experience has considerably helped them to appreciate and understand the more advanced legal treatises appropriate for a final examination.

I am afraid that if they did not return to the Law School after the articles, they would forget much of what they had learned before articles, and only remember fragments relating to such points as happened to have come up from time to time in the office; and, if there were to be no examination before being allowed to rank as qualified practitioners, the serving of articles would tend to become perfunctory.

Let us see how the above suggestions fit on to the present state of things.

The period of preparation for a solicitor is five years. The first year is mainly occupied in studying for the Intermediate. Let this year be spent in systematized reading in a Law School.

The second, third, and fourth years are usually devoted wholly to office work. Let this group of three years be the term of service of articles.

The fifth year is largely taken up with reading for the Final. Let this be spent in supervised and guided study in a Law School.

This would allow of a man being articled either in a town or in the country. In several instances there are strong private reasons for serving in particular country districts.

The above scheme purports to be merely a development of an existing state of things and leaves untouched the question of adding jurisprudence, logic, Roman law, and legal history.

It appears from a perusal of the questions set at the Final and Intermediate examinations for many years back that the Law Society has been guided in its selection of subjects and the style of the questions by a regard to the average requirements of the bulk of the clients.

There are some people who object to this as being a mere utilitarian programme, and defective in encouraging memory rather than training the intellect. There is no need for this defect, and a Law School would see that such defect should not exist. Free use of the Law Reports will guard against it. Contrasting opposing legal arguments and following the chain of reasoning by which the judges arrive at their conclusions form splendid training for the intellect.

In the study of even the matter of fact statute law there is scope for observation and responsive thought in the reports of the parliamentary committees and royal commissions which have been appointed to collect information for the guidance of Parliament; and it is often highly interesting to notice how far Parliament has adopted the advice tendered by these bodies. Incidentally much useful commercial information can be obtained from the evidence laid before these commissions.

Many a student never reflects on how statutes came into existence. It does not occur to him that there were causes at work making the Act necessary or at least desirable. It is enough for him (so he thinks) to know that Parliament has passed another tiresome Act on which a question is likely to be set in his examination. The study of the enlightening and strengthening collateral information of the above character ought to be encouraged within reasonable limits.

I next approach the question whether the Society's existing programme ought to be increased.

I have met with several people who declare that the education of a lawyer is not complete without courses on jurisprudence, logic, Roman law, and legal history, and international law.

I will take the last first. Knowledge of private international law is needed. The necessity is being felt in the offices more and more. How far the law of a foreign country will affect a foreign wife's rights of property and how to frame a will for a client owning property in other countries are questions more frequently arising now than formerly. As to the other subjects, a little, and only a little, could be done in the one year. The subjects could be intelligibly presented in outline. Enough to let a student see what each subject is like. A small paper on these branches might be added to the present examination. Personally I regard them as subjects more suitable for a degree but, if taken up for that purpose, they would have to be done thoroughly. We wish to have both branches of the legal profession filled with scholarly gentlemen. Towards that end let us prolong the time given to study by inducing its members to prolong their reading after they have become qualified to practise.

A practitioner cannot command the time necessary to prepare all the subjects for a degree concurrently. Why should he not be allowed to present himself for examination in one subject at a time?

At present the subjects are taken up before the professional examinations; at a time when the student has just enough intellect to see what the books are about but certainly has not age enough to appreciate their subject matter.

Two or three years of mental fatigue, accentuated by the anxiety of an examination, a degree; and then! an abrupt abandonment of study and absorption in business

or pleasure or both for the remainder of his natural life. Such is the ending of many a university career; but this is not what the advocates of university training desire.

The teachers in the Law Schools must study the capacity and temperament of every man intrusted to them and must, so far as practicable, adapt their teaching to suit each student. Students often require as much variation in treatment as the patients of a medical man.

Teachers of English law must be unremitting readers because the English law is always changing. They must be careful to avoid such an expression as "a mere practice detail." Ignorance of such a detail may cause much expense and worry to some client. Healthy young students with their hearts in athletics will be only too willing to add their moral support to the suppression of petty detail. Bold masterly outline will be quite as much as they will encourage.

A. E. CHAPMAN.

Universities and Employment Registers.

BY

W. H. PERKINS, B.Sc.,

Hon. Secretary of the Appointments' Registers Committee of the British Universities Students' Congress, London, 1905.

It is quite clear, even to a superficial observer, that the universities of this country are passing through a phase of rapid, and at the same time, healthy development along ordinary educational lines. Examinations and courses of study are being reorganised everywhere, and the scope of the instruction given is being widened in all directions.

The splendid examples of Continental and American universities have not been without effect upon British institutions. But it is somewhat remarkable, however, that these changes have been limited almost entirely to educational developments relating only to the actual teaching work of the universities. As a result we still lack the magnificent organisations possessed by foreign universities, which have for their object the tightening of the bond between the universities and the nation as a whole.

Despite all the advances that have been made in recent years, the universities do not even yet bring themselves into sufficiently close connection with the schools and with those sections of the community in general from which they wish to attract their raw material—the undergraduate. And still more completely

do the universities of this country fail to promote some kind of association with those institutions and individuals to whom the finished article—the graduate—is finally delivered. And yet surely it would not be difficult to create such associations. The establishment and gradual development of an appointments' register, or information bureau, or employment board would tend to bring about a better appreciation of the business value of a university training in commercial, technical, and professional circles. The universities have advanced far towards the great national industries by enormous extension of technical instruction and research, yet there seems to be some hesitation in completing the bridge by bringing the university into actual official communication with the employers. Those universities at which appointments' registers have been working for some time, seem to reserve their energies for competition with the scholastic agencies, which have well-established connections. Only the newer registers are aiming at what seems to be the true function of such organisations.

The work of appointments' registers will develop rapidly as soon as the British employer becomes conscious of the general superiority of the college-trained man. We have the American example from which to learn, though doubtless there are some points in the American system which are unsuitable for adoption in this country.

The university has the opportunity of enhancing its reputation when it has the power of controlling the appointments of its students, and further the university can choose the right man for the post, and so prevent unsuitable appointments.

In addition to the many advantages which a development of these appointments' registers would bring to the universities and to the general public, there is, of course, the almost inestimable benefit which their work would confer upon the individual student. The path to the universities and the way through has become smooth

and easy during recent years to those who have but little wealth, but the poor graduate often finds his future full of trouble and uncertainty.

If we are able to help the "average" student (the "brilliant" student can generally be left to look after himself) after, and perhaps even during, his course of study we are greatly increasing the benefits conferred by a university education.

Principal Reichel, in a recent article in this *Review*,[1] gives a good idea of the results of this system of appointments' boards in America. We read that in America it is possible in some cases for a student to earn the whole of his college fees and expenses by manual labour of some kind, journalism, teaching, etc. It can hardly be said that the English student is less industrious than his American cousin, yet this sort of thing does not take place among university students in this country. To say that the English student is in better circumstances, and therefore does not need employment to help him to pay his way, is merely to point out one of the unsatisfactory conditions of English university life.

By assisting our poorer students to pay their own fees and to maintain themselves during their years at the university we attract more and more capable men and extend the whole field of university work over a very fertile area.

It would be easy to enlarge at length on the many and great advantages to be gained from the working of an appointments' register, but these will readily appear to all who give a moment's thought to the matter. Let us rather consider in this short article the general conduct and methods of such registers. It is found in actual experience that the difficulties in the way of their establishment and development are very small.

1. "Some Interesting Features of American Universities," by Principal H. R. Reichel, *University Review*, vol. 2, page 241.

It may be supposed that it is impossible to obtain a satisfactory list of employers willing to take graduates and college-trained men except by a system of "touting" wholly inconsistent with the position of a university. But no such steps are found to be necessary in the case of established and successful registers. Mere notification to suitable business firms and institutions is generally sufficient to give the initial impetus which eventually leads to a wide sphere of influence and usefulness.

The information gained by the special committee on this subject, which was appointed by the British Universities Students' Congress at its meeting at University College, London, last year, shows clearly that whereas the first few years are spent in acquiring a reputation, after that time the demand for suitable men to fill the posts that are offered is generally greater than the supply. It is noteworthy too, that the scope of the work that is given to the registers widens rapidly. For in addition to ordinary scholastic and technical appointments, applications are received for several other branches of employment such as journalism, law, politics, secretaryships, etc.

The careful safeguarding of the interests of all concerned by making quite sure that only a really suitable man is being appointed to the vacant post is of course a matter of first importance—it is the key to all success. This can only be assured by the register having a paid secretary, who is in constant contact with the students and the professors, and who is, therefore, in a position to select one or two suitable men immediately information is received of a vacant post. This need not necessarily take up the whole time of one person, but it is obviously necessary that the secretary should be a man of some university standing and business ability—perhaps a *rara avis* in many of our institutions. Only in this way can the high guarantee necessary from university to employer be satisfactorily ensured.

The financial bases of registers may vary according to the position and needs of the locality, but the system of payment of a registration fee—annual or compound—seems to be the best on the whole. Payment of a percentage on the first year's salary is condemned on all hands as a step backwards to the somewhat callous methods of the ordinary scholastic agencies.

The arrangement of business details on these broad principles should bring all universities and university colleges into accord on this important matter. In this way it would be possible to get into closer connection with the commercial and the general public, who are always so ready to express collective sympathy with university ideals, but are so slow to make individual advances.

It may be affirmed without hesitation that appointments' registers are fast becoming really necessary to the proper development of university work. The great essentials for the success of such a movement are co-ordination and co-operation—first between the professors with their private recommendations, and then, perhaps, with further advances, between the universities themselves.

W. H. PERKINS.

Modern Greek

BY

JULIA D. DRAGOUMIS.

MR. ALEX. PALLIS in his article on Modern Greek,[1] finds that Mr. Gennadius is labouring under an "illusion,"—to which Mr. Pallis even adds the adjective of extraordinary—in thinking that the literary Greek of the present day is as pure as that of the New Testament.

I will even go a step further than Mr. Gennadius, and maintain that not only the literary but the spoken Greek of to-day differs but slightly from that of the New Testament. I naturally refer to the Greek spoken by the educated classes, though it is astonishing to note year by year the steady improvement in the language of the working classes, and even of the peasants, owing to the spread of education. A new generation has arisen, and the time when the village child was the only member of his family who could read or write, and who returned from learning a purer Greek at school to hearing a barbaric mixture of Greek, Turkish and Albanian at home, is past and over. I am often struck when talking or listening to the peasants in Argolis, of whom I see a great many every summer, by their choice of words and their correct Greek. In house-servants and shop assistants of all grades this is still more noticeable. That Mr. Pallis, who has not, I believe, resided in Greece for the last twenty-five years, should be ignorant of this progress is perfectly excusable, but that it is a fact no one at all observant who has lived long in the country will deny.

I entirely agree with Mr. Pallis that there can only

1. *The University Review*, June, 1906, p. 202, vol. iii.

exist one norm of linguistic purity, and that this norm is the spoken word. But the question at once arises, *which* spoken word? The one habitually spoken in refined homes, and cultured converse, or that spoken by the oldest and most ignorant of the peasants and working classes?

There is no country throughout Europe in which this difference does not exist in a greater or lesser degree, but I have yet to learn that the standard chosen by which to test the purity of the national language should not be the higher one.

Has Mr. Psichari, who is desirous of imposing the lower and more incorrect form of Greek on all classes indiscriminately, ever written any of his French books in the dialect, say, of an ordinary Auvergnat peasant, or even of a Parisian fishwife? On the contrary, his French is as pure and elegant as his Greek is the opposite. An English maid-servant some time ago answered a question concerning a small boy who had come in search of employment in the following words: "Its 'im that yer seen at that there 'ouse nex' the Gaz Wuks, Mum, an 'e weant do."

Could this be fairly considered as a specimen of the English "spoken" word?

But to return to the similarity of our spoken every-day language with that of the New Testament. I will attempt to prove my contention by appending a list of texts chosen at random from the New Testament, and placing opposite to them the exact words, in which their meaning would be spoken to-day by any person of ordinary education.

1. Τοῦ δὲ Ἰησοῦ Χριστοῦ ἡ γέννησις οὕτως ἦν.—Math. i. 18.	Τοῦ δὲ Ἰησοῦ Χριστοῦ ἡ γέννησις ἦτο οὕτως.
2. Τότε Ἡρώδης, λάθρα καλέσας τοὺς μάγους, ἠκρίβωσε παρ' αὐτῶν τὸν χρόνον τοῦ φαινομένου ἀστέρος· καὶ πέμψας αὐτοὺς εἰς Βηθλεὲμ εἶπε. —Math. ii. 7.	Τότε ὁ Ἡρώδης κρυφίως καλέσας τοὺς μάγους ἐξηκρίβωσε παρ' αὐτῶν τὸν χρόνον τοῦ φαινομένου ἀστέρος· καὶ πέμψας αὐτοὺς εἰς Βηθλεὲμ εἶπε.

3. Ὅτι τὸν ἥλιον αὐτοῦ ἀνατέλλει ἐπὶ πονηροὺς καὶ ἀγαθοὺς, καὶ βρέχει ἐπὶ δικαίους καὶ ἀδίκους.—Math. v. 45.

4. Καὶ ὁ Ἰησοῦς ἀνεχώρησε μετὰ τῶν μαθητῶν αὐτοῦ πρὸς τὴν θάλασσαν· καὶ πολὺ πλῆθος ἀπὸ τῆς Γαλιλαίας ἠκολούθησαν αὐτῷ.—Mark iii. 7.

5. Καὶ ἐπορεύοντο οἱ γονεῖς αὐτοῦ κατ' ἔτος εἰς Ἱερουσαλὴμ τῇ ἑορτῇ τοῦ πάσχα. καὶ ὅτε ἐγένετο ἐτῶν δώδεκα.—Luke ii. 41.

6. Κύριε, θεωρῶ ὅτι προφήτης εἶ σύ. Οἱ πατέρες ἡμῶν ἐν τούτῳ τῷ ὄρει προσεκύνησαν· καὶ ὑμεῖς λέγετε, ὅτι ἐν Ἱεροσολύμοις ἐστὶν ὁ τόπος, ὅπου δεῖ προσκμνεῖν.—John iv. 20.

7. Φίλιππος δὲ κατελθὼν εἰς πόλιν τῆς Σαμαρείας, ἐκήρυσσεν αὐτοῖς τὸν Χριστόν.—Acts viii. 5.

8. Οὗτός ἐστιν ὁ ἄνθρωπος ὁ κατὰ τοῦ λαοῦ καὶ τοῦ νόμου καὶ τοῦ τόπου τούτου πάντας πανταχοῦ διδάσκων· ἔτι τε καὶ Ἕλληνας εἰσήγαγεν εἰς τὸ ἱερὸν.—Acts xxi. 28.

9. Τί τὸ ὄφελος, ἀδελφοί μου, ἐὰν πίστιν λέγῃ τις ἔχειν, ἔργα δὲ μὴ ἔχῃ.—James ii. 14.

10. Καὶ μετὰ ταῦτα εἶδον τέσσαρας ἀγγέλους ἑστῶτας ἐπὶ τὰς τέσσαρας γωνίας τῆς γῆς, κρατοῦντας τοὺς τέσσαρας ἀνέμους τῆς γῆς, ἵνα μὴ πνέῃ ἄνεμος ἐπὶ τῆς γῆς, μήτε ἐπὶ τῆς θαλάσσης, μήτε ἐπὶ πᾶν δένδρον. —Rev. vii. 1.

Ὅτι τόν ἥλιον αὐτοῦ ἀνατέλλει ἐπὶ πονηροὺς καὶ ἀγαθοὺς, καὶ βρέχει ἐπὶ δικαίους καὶ ἀδίκους.

Καὶ ὁ Ἰησοῦς ἀνεχώρησε μετὰ τῶν μαθητῶν αὐτοῦ πρὸς τὴν θάλασσαν· καὶ πολὺ πλῆθος ἀπὸ τὴν Γαλιλαίαν ἠκολούθησεν αὐτόν.

Καὶ μετέβαινον οἱ γονεῖς αὐτοῦ κατ' ἔτος εἰς Ἱερουσαλὴμ κατὰ τὴν ἑορτὴν τοῦ πάσχα. καὶ ὅταν ἔγεινεν ἐτῶν δώδεκα.

Κύριε θεωρῶ ὅτι σύ εἶσαι προφήτης. Οἱ πατέρες ἡμῶν εἰς τοῦτο τὸ ὄρος ἐπροσκύνησαν· καὶ σεῖς λέγετε, ὅτι εἰς τὰ Ἱεροσόλυμα εἶναι ὁ τόπος ὅπου πρέπει νὰ προσκυνῶσιν.

Φίλιππος δὲ κατελθὼν εἰς τὴν πόλιν τῆς Σαμαρείας ἐκηρυττεν εἰς αὐτοὺς τὸν Χριστόν.

Οὗτος εἶναι ὁ ἄνθρωπος ὁ πανταχοῦ πάντας διδάσκων κατὰ τοῦ λαοῦ καὶ τοῦ νόμου καὶ τοῦ τόπου τούτου· προσέτι δὲ καὶ Ἕλληνας εἰσήγαγεν εἰς τὸ ἱερόν.

Τί τὸ ὄφελος ἀδελφοί μου ἐὰν λέγῃ τις ὅτι ἔχει πίστιν, ἔργα δὲ δὲν ἔχει.

Καὶ μετὰ ταῦτα εἶδον τέσσαρας ἀγγέλους ἱσταμένους ἐπὶ τῶν τεσσάρων γωνιῶν τῆς γῆς, κρατοῦντας τοὺς τέσσαρας ἀνέμους τῆς γῆς ἵνα μή πνέῃ ἄνεμος ἐπὶ τῆς γῆς, οὔτε ἐπὶ τῆς θαλάσσης, οὔτε ἐπ' οὐδενὸς δένδρου.

There we have ten texts taken from seven different books of the New Testament. One of these, the third, remains textually identical, in three others, one or two words only undergo a slight transformation, such as the

change from the dative to the accusative case, or from the infinitive to the indicative mood and in all the rest, I think, most students will acknowledge, that there is no more change than may be expected from the passage of centuries over any language. Certainly there seems to me less difference than I can find between the poetry of Chaucer and modern English, or between that of Villon or Marot and modern French.

Mr. Pallis gives a list of twenty-eight words in what is supposed to be scholastic, versus spoken Greek. I will not stop to take exception to the latter, though one of the words "*τζάμι*" for window-pane, is Turkish; "*τελάρο*" is never used in the sense of picture frame, but of a canvas for oil-painting, or of a frame of wood on which to stretch or nail any material, and "*σουγιᾶς*" for penknife is pure school boy slang, the ordinary word being "*μαχαιράκι*"; while "*σαλάκι*" is nothing but a corruption of the French "châle." Among the so-called scholastic words, Mr. Pallis marks five with an asterisk which he allows "might perhaps be used in conversation now and again by those who affect a learned style," while the remaining twenty-three he affirms have never been uttered in "converse" by even the most cultured persons. This is decidedly a very bold assertion, considering that at least eleven of them, viz., "*τράπεζα, χάρτης* (in the sense of map), *κονδύλιον, μελάνη, ὕελος, τάπητες, σκευοθήκη, κώδων, ἄνθραξ, πλάστιγξ*" and "*πλαίσιον,*" are in constant everyday use. And as against the notion that they would only be employed by "those who affect a learned style," I am prepared to affirm that not two hours ago my servant told me that the first "*κώδων*" had just rung for luncheon!

Most of the remaining words of the list such as "*ἐδώλιον, ἀνάκλιντρον,*" etc., being purely ancient Greek, scarcely enter into the discussion at all. Notwithstanding the statement of Mr. Pallis that these twenty-three words have never been used in conversation, not even by the

most cultured people, I can say that I certainly hear them spoken daily around me by my friends, acquaintances, children, and even servants, and to quote Mr. Pallis' own words: "I assert that contradiction on this point is out of the question."

Mr. Pallis proceeds to quote phrases spoken by members of an Athenian family on a visit to England, and appeals to me to testify to the exactitude of his narrative. This I most unhesitatingly do, only venturing to add that the speakers were mostly schoolboys and young girls who copied their brothers' speech, and that schoolboy language is nowhere I think famed for its elegance. Also I venture to take exception to phrase No. 7, which Mr. Pallis says if *written* would have assumed the following form: "*Ἕκαστος ἂς λὲγῃ τί δέον νὰ γείνῃ ὅταν ἔλθῃ ἡ σειρὰ αὐτοῖ*," as I very much doubt whether any person would be found to write such peculiar Greek. It would either be in ancient Greek "*τί δέον γενέσθαι*," or in correct modern Greek as these children ought to have said "*τί πρέπει νὰ γείνῃ*." As for phrase No. 5 in which "*Κωνσταντῖνε ἐλθὲ ἐνταῦθα*" is substituted for "*Κωστῆ, ἔλα ἐδῶ*:" it would be just as logical to assert that anyone who said "*Dick*, come here;" instead of "*Richard*, come hither;" was speaking incorrect English.

I perfectly agree with Mr. Pallis as to the frequent solecisms and gallicisms to be met with in the columns of the daily newspapers, in parliamentary reports, in declarations signed by professors of the University, even in the pages of those few authors who are doing their best to keep our language pure and undefiled. But, I would ask, has Greece a monopoly of these mistakes and solecisms? And has Mr. Pallis read a book, lately published by the Clarendon Press, called "The King's English"? Or a critique on this book in a certain literary paper,[1] in which it is stated that "In the works of Charles Lamb, Emerson, Stevenson and Meredith,

1. *The Literary World*, June 15th, 1906.

to name only four great examples, there are enough mistakes to serve as danger-signals for students of English." Surely we are sinning in good company! Where I entirely and radically differ from Mr. Pallis is when he attributes the frequency of these errors to the system of steadily aiming at a higher purity and correction of language.

No, it is never this system which can harm the language; it is the lack of system; it is the freedom with which those who are the least fitted to lay down the law, men who have never made the history of language their study, others who have never succeeded in passing their gymnasium examinations, striplings fresh from college, half-educated men and women who enthusiastically embrace the "free-spelling" of the Psichari School to hide their own deficient orthography, it is all these who pretend to dictate arbitrary reform to others; who collect the combined scrapings of the ignorant speech of a score of villages from all parts of Greece, and dignifying this barbaric mixture by the name of "living Greek" or "popular language," expect the rest of the nation to adopt it.

Still there are glimmerings of hope. No one who has given any attention to the subject attempts to deny that our language is in a period of transition, nevertheless, I repeat once more that there is no doubt but that the Greek commonly spoken to-day is far purer than the Greek that was spoken fifty, thirty, or even twenty years ago. It is, as I said before, perfectly natural that those who, like Mr. Pallis, have long been absent from their native land should not have followed this slow though steady improvement, should not even be cognisant of it, but it remains none the less a consoling fact to all those who have the true interests of the Greek language at heart.

JULIA D. DRAGOUMIS.

The Summer Conference of the Student Christian Movement.

BY

WALTER W. SETON, M.A. (London).,
University College, London.

CONISHEAD Priory, near Ulverston, was for a third time the place of the Annual Summer Conference of the Student Christian Movement of Great Britain and Ireland, from July 20th—28th. Briefly stated, the Movement aims at promoting Christian life and activity among the students of Great Britain, and uniting the Christian Unions in British Universities, Colleges and Medical Schools which have this aim before them. The membership of the Movement is now not far short of 5,000, exclusive of the Unions in Theological Colleges.*

From this constituency the Annual Summer Conference is drawn. Attending the Conference this year were nearly 500 men students and 350 women students, representing about 150 Colleges. Including the foreign delegates present, not less than eighteen different countries were represented at the Conference.

Looking back upon the past five years, one realises the great progress which has been made in the hold which the Summer Conference is gaining upon the British Colleges. Five years ago, when the Conference met at Matlock, not more than 150 men and 200 women were present. This year the numbers

* The objects and the nature of the work carried on by this movement were reviewed in an article on the Rise and Progress of the Student Christian Movement, in September, 1905, in *The University Review*. This article may be obtained separately from the Publishers, Messrs. Sherratt & Hughes, Price 4d. post free.

were more than double, and the explanation must be sought in the fact that students who have once attended the Summer Conference always desire to return and to bring others with them. A larger increase may be confidently expected next summer. So much for statistics, which, though useful as an indication, give a very inadequate idea of the Conference.

Those who were present this year and who have watched the development of the Student Christian Movement are unanimously agreed that "Conishead, 1906," marks the highest point yet reached in its history. The numerical size and heterogeneous character of the Conference gave room at first for anxiety lest it should prove unmanageable, but after a very short time it became clear that there was a power in the Conference which was welding together men and women of the most different types into a united whole with one common object. The Conference was the most striking illustration of the essential unity of Christian students who can unite on a common ground without the least compromise of their characteristic points of view. Special provision was made to meet the desires of the many Churchmen of different schools attending the Conference by a daily celebration of the Holy Communion in the Bardsea Parish Church, and daily Evensong which were uniformly well attended.

The presence during several days of the Conference of the Very Rev. the Dean of Westminster and his most striking address on the last day of the Conference were particularly appreciated by all alike, and may be taken as indicative of the instinctive catholicity of the Student Movement. Probably the high-water mark of the Conference was reached in the powerful missionary appeal by the Rev. Donald Fraser, recently returned on furlough from the Livingstonia Mission, one of the early leaders of the Student Movement, and one during whose chairmanship the Student Volunteer Missionary Union adopted its watchword, "The Evangelisation of the World in this

Generation." Mr. Fraser's appeal to students for missionary service will long be remembered by those who heard him as one of the most remarkable in the annals of a Movement which has become known to the Christian world mainly through the contribution which it has made, and is making, to the advance of the foreign missionary enterprise.

One of the outstanding features, however, of the Conference is the way in which it is mainly controlled by its student element and not by its outside speakers, however distinguished. The Student Movement is essentially one which carries on a work for students by students. An Oxford student, Mr. R. K. Evans, of Merton College, was in the chair throughout. The addresses at the opening and the closing sessions of the Conference were given either by students or men who had but recently graduated. Valuable as were the services rendered at many meetings by the visiting speakers, the bulk of the work remained in the hands of the members of the Executive, who, being themselves students, are in intimate touch with the student outlook on religious life.

Until about three years ago the message of the Student Movement to college men and women might have been regarded in one way as one-sided. Apart from its call to students to do the work which lies nearest to them and to aim at winning the British Colleges for Jesus Christ, its appeal was primarily, if not entirely, for missionary service abroad. Very welcome and important has been the addition during the last three years of the appeal for social service at home to those who are prevented from going abroad. The Student Movement has turned its attention seriously to the social needs at home, to the social conditions of our great cities which need men and women of university education to devote themselves as a lifework to the improvement of these conditions. If the Student Movement turns a portion of its energies into social work, it will do so on the same lines as those on which its foreign missionary

propaganda has been run. Enthusiasm will not be lacking, but it will have a basis of facts which can only be obtained by study; men and women in our Colleges will be trained to study social conditions systematically as well as to engage in practical social service so far as the limited time of a student allows. The Student Movement has already done much towards the solution of the problem of the evangelisation of the world; it remains for it to contribute its share towards the solution of the great social questions which surround modern civilised life. The impression must not, however, be gathered that the Summer Conference of the Student Movement is a "convention" in the ordinary sense of the term, or that there is a continuous series of meetings or other religious activities occupying the whole day. The meetings are limited to the mornings, and to the evenings after 7-15, and attendance at all or any of them is completely voluntary. The rest of the day is given up to excursions, sports and the many forms of social intercourse which give to the Summer Conference its peculiarly attractive and "all-round" character. British students obtain here, as probably under no other circumstances to such a degree, an opportunity of mixing freely with students of other Universities than their own, and on the principle of give and take infuse each other with a healthy spirit of mutual understanding. For those who go regularly year by year to the Conference it becomes the centre of their university life, the source from which new energy for Christian service in College is drawn, the place where many old friendships are renewed and many new friendships are cemented. Attendance at the Conference is not limited to members of the local Christian Unions; any student of any British College is welcomed, and whatever his previous view of the Student Movement as represented by the local Christian Union in his College may have been, he learns at the Summer Conference to see the Movement as it really is.

WALTER W. SETON.

The University of Calcutta.

(From a Correspondent.)

At the end of February the University of Calcutta found itself in a very ignominious plight. Lord Curzon's Universities' Act had fixed the time limit within which the several Indian Universities were to present their new regulations to the Government of India for approval at one year or "within such further period as the Government may fix in this behalf." On the expiry of the first year the University had applied for and obtained an extension of time for a period of six months, and had proceeded cheerfully with its task, apparently confident of being able to get as much more extension as it might require. The six months ended with February, and a few days before the end of the month the Government of India took the legal opinion of the Advocate General for Bengal, who gave it that the word "period" in the above quotation from the Universities' Act could not legally be made to include successive "periods," and they therefore intimated to the University that it would not be legitimate for them to extend the time for submitting the new regulations beyond the 28th of February. This seems to have taken everyone—including the Vice-Chancellor who might have been supposed to have been in touch with Government, and the numerous judges and barristers on the Senate—completely by surprise. A special meeting of the Senate was called for Saturday the 24th, and Sir Gooroo Dass Banerjee (an ex-Vice-Chancellor) moved that the Senate should sit all day on the 26th and 27th February in order to submit its regulations within the prescribed time. This motion was opposed as impracticable and was ultimately defeated by a narrow majority.

The Government had also just before this meeting intimated its willingness to appoint the Senate in a sort of extra senatorial capacity to continue its discussions up to the 15th of April, and to submit its conclusions simply for the information, as it were, of the Government, on whom would, however, devolve the actual and entire responsibility for the drafting of the new regulations. The distinction is perhaps a subtle one to the non-legal mind, but yet it will be seen to involve a principle of great importance to the self-respect of the University, which had however to submit to the inevitable. Under the efficient guidance of its new Vice-Chancellor—Mr. Justice Ashutosh Mukerji—the Senate set itself seriously to work, and did actually draw up a complete set of regulations in the allotted time.

These were handed over by the Government to a committee consisting of Dr. Ashutosh Mukerji, Messrs. G. W. Küchler, A. B. Wann, Bigendra Lal Seal, N. N. Ghose, and E. D. Ross. This thoroughly representative committee began its deliberations at Simla early in May, and with daily sittings has arrived at a unanimous report by the first week in July. The report is, of course, submitted officially to the Government of India for final approval, and only after obtaining that approval can it become law, and allowing for the necessary notice to the teaching institutions, we cannot now hope to be completely rid, for several more years, of all the absurdities of the unfortunate old regulations under which we have been suffering so long. That there will be some real simplification and improvement, at least so far as the higher examinations are concerned, is guaranteed by the presence of Prof. Küchler on the committee. His scheme in this domain was actually the only part of the general regulation which had been safely piloted through the Senate before the fall of the gubernatorial guillotine.

It was with regard to the more preliminary examinations that the committee must have found greater difficulty in satisfying all the contending parties; and to see their compromise

in this respect the general public will wait with special impatience for the final issue of the sanctioned regulations. The difficulty is very greatly enhanced by the reluctance on the part of the Government—or its "Director-General of Education"—to publish its promised scheme for instituting a "school-leaving examination" which shall be the recognised test for admission to the lower clerical posts in Government service. This was one of the well-sounding promises contained in Mr. Risley's fatuous "Resolution in Education" published by the Government in March, 1904, and like all its other promises remains still unfulfilled. Therefore, it is that the Entrance Examination of the University still remains the only official portal to the Civil Service and its attractive pensions. And therefore it is that a far larger, less educated, and more clamorous public is occupied in obstructing reform than would otherwise be at all interested in University affairs.

There has indeed recently been one Herculean effort on the part of the Government to keep the most insignificant of its two-year-old promises. In another self-audulatory minute it has just intimated its intention of coming to the speedy succour of the rapidly starving schools for Eurasians and domiciled Europeans, with an Imperial grant of Rs. 2,46,000 (=£16,400). This sum we are told will provide for (1) a substantial increase in the salaries of teachers, (2) a generous distribution of scholarships, and (3) the building of much needed new class-rooms and laboratories. The Calcutta *Statesman* has made a simple calculation to show that every "European" school in Bengal may, with luck, hope to obtain a free grant of £30 to carry out these three highly commendable reforms!

The Universities.

ABERDEEN.

The Quater-Centenary Celebrations.

The special Committee which was appointed to make the necessary arrangements for the forthcoming celebrations of the Aberdeen University Quater-Centenary celebrations has now completed the programme for the four days over which the proceedings will extend. On the first day, Tuesday, 25th September, addresses will be presented from other Universities and a number of learned Societies in the Strathcona Hall, a large temporary building to be erected on the open ground in Gallowgate, immediately to the north of Marischal College. On the 26th the ceremony of conferring honorary degrees will take place. Next day—the 27th—the King will arrive in Aberdeen from Balmoral, and proceed to Marischal College to open the new buildings. The whole route from the railway station will be elaborately decorated. In the evening the Chancellor, Lord Strathcona will entertain between two and three thousand guests at dinner in the Strathcona Hall, and a display of fireworks will be given in the public parks by the Corporation. On Friday, the 28th, a number of excursions to places of interest and beauty in the neighbourhood of Aberdeen will be arranged.

BIRMINGHAM.

The University and Mr. Chamberlain.

The annual degree congregation was held on July 6th. In the absence of the Chancellor of the University (Mr. Joseph Chamberlain) the degrees were conferred by the Vice-Chancellor (Alderman C. G. Beale). In reference to the celebrations in Birmingham in connexion with Mr. Chamberlain's seventieth

birthday the following resolution was proposed by the Vice-Chancellor:—

> "That we, the governors, staff, students, and supporters of the University of Birmingham in Congregation assembled, desire to offer to our Chancellor, the Right Hon. Joseph Chamberlain, M.P., our hearty congratulations on the 70th anniversary of his birthday—to thank him for the forethought which conceived the scheme of the University, the energy which accomplished its foundation, and the unremitting attention and advice to which its progress is so largely due. We trust that he may live for many years to realise the gratitude of all classes of the people of Birmingham for his devotion to their service during the long period throughout which they have been privileged to call him fellow-citizen."

The Principal (Sir Oliver Lodge), in seconding the motion on behalf of the Senate and Staff of the University, said that Mr. Chamberlain was to them what no other Chancellor was to any other University in the world. They were in a sense his offspring. People talked of a Chamberlain memorial, but the University of Birmingham would be a Chamberlain memorial for all time. The resolution having been supported by Mr. E. Selby Phipson, the President of the Guild of Undergraduates, was carried unanimously.

University Notes.

Mr. A. W. Kirkaldy, M.A., B.Litt., the lecturer in Commerce, has been appointed to the new professorship of Finance in the University. This is the first time that an independent professorship of Finance has been created in any British University. The subject will include the study of public finance, the operations of banking, of the Stock Exchange and of the money market, and also the financial aspects of commercial undertakings in general.

Professor R. A. B. Redmayne, Professor of Mining in the University, has been appointed a member of the Committee recently appointed by the Home Secretary to inquire into the probable economic effect of a limit of eight hours to the working-day of coal miners.

CAMBRIDGE.

The Balfour Library.

An appeal for subscriptions to the Balfour Library endowment Fund has recently been issued. It states that the Balfour Library owes its origin to the generosity of the family of the late Professor F. M. Balfour, who, after his death in 1882, presented his scientific books to the University for the use of the zoological laboratory. It is difficult to exaggerate the value of this library to all Cambridge zoologists. It has been hitherto maintained out of the fees paid by students attending the classes, which fees are entirely at the disposal of the Reader and might at any time be diverted to other purposes. This burden upon the resources of the laboratory, which has been steadily increasing since the library was first started and will increase still further as time goes on, has rendered retrenchment necessary; and some important journals have already been discontinued. So far the library has not in other respects suffered to any serious extent, but it is bound to suffer in the future unless its finances are placed upon a satisfactory basis. So it has been thought desirable to take steps for the provision of a permanent endowment, which shall place the library in an absolutely secure position. To effect this object a committee, consisting of the managers of the Balfour Fund and others, has been formed for the purpose of collecting subscriptions and of establishing a fund to be called the Balfour Library Endowment Fund. The committee at its first meeting agreed that the fund, when established, "be offered to the University at such time and under such conditions as the subscribers shall hereafter determine, provided that the management be closely connected with the zoological laboratory, and that the library be freely open to students." Subscriptions may be paid to the Balfour Library Endowment Fund, at Messrs. Barclay's Bank, or to the treasurer, Mr. Adam Sedgwick, Zoological Laboratory, New Museums, Cambridge.

University News and Notes.

The 52nd annual report of the University Library Syndicate for the year ended December 31st, 1905, states that in response to the recent appeal for funds the sum of £7,708 had been promised up to December last. In the Acton Library the work of separating the volumes into 54 main divisions has now been finished. Each division has since been carefully revised and

classified. As soon as the books have been catalogued they become available for the use of students. The total number of items received into the library during 1905 was 61,659 as against 56,628 in 1904, and 66,152 in 1903. The number of books borrowed from the library during the year was 29,939 as compared with 30,878 in 1904 and 31,383 in 1903.

The University grant for the maintenance of the Library has been increased to £6,000 a year. It has also been decided to increase the number of assistants from eight to eleven, and the maximum number of second-class assistants from six to eight.

Among recent contributors to the Library fund is the Chancellor (the Duke of Devonshire), who has sent £500.

The late Professor Bendall has bequeathed to the University Library his Oriental Palm-leaf Manuscripts, and such of his printed books as are not duplicates of books already in the Library. The Professor's residuary estate—after providing a life interest for his wife—is left to the University upon trust for the foundation of an exhibition or prize for the encouragement of the study of Sanscrit among the undergraduate members of the University. It is also provided that a portion of the residue of the estate not exceeding £100 may be applied at the discretion of the executors towards the establishment of a working Oriental Library to be situated in Cambridge for the use of junior students under conditions approved by the Board of Oriental Studies.

An important series of lectures to clergy was held in Cambridge last month. The series was started by a service in Selwyn College Chapel, where a sermon was preached by the Bishop of Ely (Dr. Chase). The programme of lectures included the Rev. V. F. Storr on "Determination and Free Will," Professor Burbett on "Textual Criticism," the Rev. L. B. Bradford on the "Epistle to Diognetus," and Professor Clifford Allbutt on "Religion from the Standpoint of a Man of Science."

The Rev. W. Moore Ede, rector of Whitburn, Sunderland, and hon. canon of Durham, has been appointed by the Board of Theological Studies to deliver the lectures on Pastoral Theology next year.

The President and Fellows of Queens' have elected as honorary Fellows, the Bishop of Ely, formerly President of the College, and Mr. H. T. Bovey, M.A., F.R.S., Professor of Engineering in the University of Montreal, formerly a Fellow.

The Archbishop of Canterbury's Oxford and Cambridge Missionary Exhibitions Fund has just issued its first report. Last year ten Archbishop's exhibitioners were elected—nine at Cambridge, one at Oxford. Of these three have resigned and the money assigned to them is, of course, available for others. Next October sixteen exhibitions will be awarded—nearly all being of the value of £50 each per annum for four years. Of these 23 exhibitions, thirteen are provided by the Society for the propagation of the Gospel and ten from private sources. The report states that a small deficit of about £50 for four years has still to be made good in the case of the latter branch of the fund. The hon. treasurer, the Rev. the Master of Magdalene College, Cambridge, will be glad to receive subscriptions to meet this.

The rumour that the Cambridge water supply has been found to be impure has been met by a reassuring statement which has recently been issued by the Directors of the local Waterworks Company, in which both Professor Frankland of Birmingham University, and Professor Sims Woodhead of Cambridge, declare that nothing of a harmful nature has ever been found in the water supply of Cambridge.

The Committee for the Study of Special Diseases announce that Dr. R. C. Brown, of Preston, has promised the sum of £150 per annum for two years for a pathological scholarship in connexion with the investigations being carried out by the Committee on rheumatoid arthritis and allied diseases. This scholarship will be called the R. C. Brown Scholarship in Special Pathology, and will be open to all recently qualified men. The scholar will be required to work under the direction of the Huddersfield Lecturer in Special Pathology at Cambridge and to assist in the research the Committee have undertaken on the pathology and bacteriology of the diseases named.

The governing body of Gonville and Caius College have elected Mr. Henry Franklin Dawes, of the University of Toronto, to the Wollaston Research Studentship in Physics. Under the regulations of this newly-founded Studentship, which is of the value of £120 a year for one or two years, the student elected, if not already a member, must become a member of Gonville and Caius College, and he will be expected to undertake research in some branch of physics in connexion with the Cavendish Physical Laboratory under the general direction of the Professor of Experimental Physics. The studentship is

open to students of all British, Colonial, and American Universities.

Mr. Francis Darwin has been elected a honorary Fellow of Christ's College and Dr. G. H. F. Nuttall, F.R.S., a Fellow of the College.

EDINBURGH.

University News and Notes.

The summer graduation ceremony took place in the M'Ewan Hall on July 27th. The Vice-Chancellor, Sir William Turner, presided over a large gathering. The Rev. Professor Taylor opened the proceedings with prayer, after which Professor Sir Ludovic Grant, Dean of the Faculty of Law, presented Sir Donald Currie for the honorary degree of LL.D. Emeritus Professor Sir Alexander Simpson was also presented for an honorary degree. A large number of candidates were then presented to the Vice-Chancellor for degrees and diplomas in Medicine. At the close of the graduation ceremony the customary address to the graduates was delivered by Professor Annandale.

The new graduates presented on this occasion numbered 89 Doctors of Medicine, 145 Bachelors of Medicine and Masters of Surgery, 2 Doctors of Science, 12 Bachelors of Science and 4 Masters of Arts.

Following the graduation ceremony a reception was held in the University Union, where luncheon was served, in the course of which Sir William Turner announced that the extension of the Union buildings and the equipment of the Library would cost altogether £18,000, in addition to the £7,000 already subscribed. Sir Donald Currie and Mr. Andrew Carnegie had generously offered to contribute £6,000 each towards the amount required provided the remaining £6,000 was raised locally.

The Edinburgh University Union will be formally re-opened on October 19th. There will be a meeting of the subscribers to the Extension fund and others in the M'Ewan Hall, over which The Lord Rector—Mr. R. B. Haldane—is expected to be present Mr. A. J. Balfour, the Chancellor of the University, will preside. and will be asked to perform the ceremony of re-opening the Union. The meeting will be followed by a reception in the Union.

At a recent meeting of the Senatus Academicus it was resolved to place on record a grateful appreciation of the long and faithful services rendered by the late Mr. Thomas Gilbert to the University. In the course of the minute which has been entered in the records it is stated that "Mr. Gilbert came to the University shortly after the important period of its history when the centre of administration had been shifted from the Town Council to the Senatus Academicus. He was the first to fill the office, created in 1867, of Clerk of the Senatus, and on his installation the Senatus also appointed him Registrar of the General Council, in succession to Mr. Alexander Smith. About twenty-three years later, when the University Court became the governing body, Mr. Gilbert was appointed Chief Clerk of the University Court, while he continued to act as Chief Clerk of the Senatus also. From 1887 down to the present year he edited the University Calendar, and in this arduous and responsible task he exhibited the most unwearying and ungrudging devotion to duty. Mr. Gilbert's connexion with the University has thus been co-extensive with the development of the University Official Department from its first small beginnings to its present fuller equipment, and in the organisation of that department Mr. Gilbert bore a highly creditable share of the responsibility and initiative."

The members of the Edinburgh University Conservative Association were recently invited to a Garden Party at Dalkeith Palace by the Duke of Buccleuch and the Earl of Dalkeith. Over four hundred guests were present including Sheriff Chisholm, K.C., Mr. A. H. Briggs Constable, Dr. A. A. Hall, and Mr. J. T. Cameron, all past presidents of the Association, and Mr. J. B. Forbes Watson, the present president.

Mr. Alexander Mackie, M.A., at present Assistant Lecturer in Education and in Philosophy in the University College of North Wales, has been appointed to be Assistant to the Professor of Education at Edinburgh.

Steps are being taken to establish a Scottish Universities Golfing Society on the lines of the Oxford and Cambridge Society. It is proposed that at first anyone who has been a matriculated student of a Scottish University and is a good golfer shall be eligible for membership. The Society will exist solely for playing matches. Mr. A. Cormack, 12 Fountainhall Road, Edinburgh, and Mr. W. A. S. Douglas, 40 Wilton Street, Edinburgh, are collecting the names of those interested in the scheme, and who are willing to join the Society.

The following office appointments have recently been made: Mr. James Dowie, senior clerk in the Matriculation Office; Mr. John Stirton, registrar of the General Council and assistant clerk of Senatus; Mr. Thomas F. Harley, assistant clerk in the Matriculation Office, and editor of the University Calendar.

[*The Editor regrets that the account of the British Universities Students' Congress, recently held in Edinburgh, has been forwarded too late for publication in the present issue.*]

GLASGOW.

University News and Notes.

The summer graduation in medicine took place in the Bute Hall of the University on July 17th. Principal Story, the Vice-Chancellor, presided. The customary address was delivered by Professor M'Kedrick, who spoke of the great developments he had seen during the past thirty years in connexion with Universities, and especially with the University of Glasgow. The municipal and industrial enterprise of Glasgow was known all the world over, and already the best heads in Glasgow recognised that this enterprise had been closely connected with the work of the University.

Professor J. S. Phillimore, who has held the position of Professor of Greek at the University for the past seven years, has been appointed to the Chair of Humainty, rendered vacant recently by the resignation of Professor George G. Ramsay. Professor Phillimore, who is a son of the late Admiral Sir Augustus Phillimore, was born in 1873, and was educated at Westminster School, and at Christ Church College, Oxford.

A bequest has been made by the late Mr. Robert William Robertson, of Glenshellish, of £1,000, the yearly interest of which is to provide a scholarship or bursary to be called the R. W. Robertson bursary for deserving students in the Faculty of Law.

It is announced that an exhibition of the works of Buchanan —including the large collection belonging to the University of St. Andrews—will be opened at the University on October 29.

"The Glasgow University Calendar" for the year 1906–07 has just been issued by Messrs. James Maclehose & Sons, publishers to the University. It is a bulky volume of over 700 pages, giving a complete survey of all the activities of the University.

LEEDS.

Conferment of Honorary Degrees.

A large and distinguished gathering assembled in the Hall of the University on Saturday, August 4th, on the occasion of the conferment of a number of honorary degrees in connexion with the York meeting of the British Association and the jubilee of the discovery of coal-tar colours. In the absence of the Chancellor of the University (Lord Ripon), the congregation was presided over by the Vice-Chancellor (Dr. N. Bodington). Among those present were the Pro-Chancellor, the Lord Mayor of Leeds (Mr. Edwin Woodhouse), and many members of the City Council, members of Convocation, the Teaching Staff, and members of the University Court.

After a brief speech from the Vice-Chancellor, in which he cordially welcomed the distinguished visitors on behalf of the University, the honorary degrees were then conferred as follows:—D.Sc.—In connexion with the York Meeting of the British Association.—Professor E. Ray Lankester, M.A., LL.D., D.Sc., F.R.S., F.L.S., President of the British Association for the Advancement of Science; Professor Alfred Grandidier, of Paris; Professor Paul Pelseneer, of Ghent; and Professor Heinrich Rubens, of Berlin. In connexion with the Jubilee of the Discovery of Coal-Tar Colours.—Sir W. H. Perkin, F.R.S.; Dr. Heinrich Caro, of Mannheim; Professor Albin Haller, of Paris; Professor C. Liebermann, of Berlin; and Dr. C. A. von Martins, of Berlin. Litt.D.—The Bishop of Ripon and Sir Charles Holroyd. LL.D.—The Right Hon. Lord Wenlock, K.C.B.; and Sir Owen Roberts, M.A., D.C.L. D.Sc.—Professor T. Clifford Allbutt, F.R.S. D.Sc.—Professor H. H. Turner, F.R.S.

University News and Notes.

A proposal is on foot for the establishment of a school of dentistry in connexion with the University. At a recent meeting of the North Midland branch of the British Dental Association the Vice-Chancellor expressed himself heartily in favour of the new departure.

Mr. A. G. Lupton has been re-appointed Pro-Chancellor of the University, and Sir Francis Sharp Powell has been re-appointed treasurer. The Rev. Charles Hargrove and Mr. Edmund Wilson have been re-elected members of the University Court for five years.

It is stated that up to the present the sum of £72,378 has been subscribed towards the £100,000 which the University is endeavouring to raise. The latest donations include £1,000 from Mr. Robert Clough of Keighley, and £1,000 from Mr. Thomas F. Firth of Heckmondwike.

A conversazione was held in the University on the evening of July 6, on the occasion of the visit to Leeds of a number of electrical engineers representing various parts of Europe, the United States and Canada. The guests were received by the Pro-Chancellor (Mr. Arthur C. Lupton) and Miss Lupton. A number of interesting engineering exhibits were on view in the Engineering Department during the evening.

LIVERPOOL.

Degree Day.

July 10th was Degree day at the University. The ceremony took place in St. George's Hall, in the presence of a large audience. The Chancellor of the University (the Earl of Derby) presided, and in the course of his opening speech reviewed the work accomplished by the University during the past year, which had been a prosperous one, he said, for the University in every way. The proceedings were rendered especially interesting by the presentation of Mr. Charles Booth, F.R.S., for the degree of LL.D., *honoris causa*. The Chancellor having conferred the degree, Mr. Booth returned thanks, and delivered an interesting address on the claims of men of business to a higher education. The new graduates were next admitted to the various degrees—altogether about 150 candidates were presented.

The Work of the Institute of Archæology.

After the Degree ceremony, Lord Derby, accompanied by several members of the University Staff, opened an exhibition of antiquities in the City Museum. This exhibition is the result of the recent work of Professor Garstang and Mr. Harold Jones in Egypt and Nubia, where they have been conducting investigations under the auspices of the Institute of Archælogy of the University. Describing the work of the expedition Mr.

Garstang says:—"Excavations were made at Kubban and at Dakke; at both places something of interest was found, which will be described in a special publication; but the chief interest was awakened by the discovery of an undisturbed necropolis near the ancient fortress of Kostamneh, which lies some five miles to the north of Dakke upon the west bank. Some 200 graves were excavated and a complete record made, with photographs and notes, of every feature of interest which they disclosed. It may be said in brief that in many respects the objects and funeral customs reveal a close analogy with pre-dynastic and early dynastic people of Upper Egypt; but, at the same time, many vases of pottery were found, which seemed to resemble more closely those sporadic examples which are found intruding themselves into the Egyptian graves lower down the Nile during the 12th dynasty or thereabouts, and have been generally attributed by archæologists to a reincursion of some element of the primeval population. But it is hardly possible to say without further study, indeed without more evidence of a comparative character, to what precise period in Egyptian history these must be assigned. These discoveries open up a problem of first interest connected with the early days of the Egyptian civilisation. They suggest, in short, that possibly the primitive type of Egyptian culture, as illustrated in the now familiar graves of pre-dynastic and archaic times in Central Egypt, may have survived in these remoter districts of Upper Egypt, not merely into the early historic phase after the founding of the monarchy, but far down into the dynasties, possibly even to the 12th dynasty or later. These considerations are considerably illuminated by the remarkable survivals in modern Nubia of many small features of the Egyptian civilisation, which is illustrated even by the hairdressing of the girls and the manner in which the bread is prepared for baking. Interesting antiquities were discovered during a month's tentative work at Abydos, to which place the expedition removed when the heat in Nubia became too great for further work. In this famous necropolis, from which a distinguished English explorer recently recovered the history of Egypt's earliest kings, there still remains some ten or twelve years' organised and systematic work. The ancient Abdu throughout Egyptian history remained a favourite burying-place for the wealthy and the pious, and much history may be still recovered from its tumbled sands. It is this site that will probably form the centre of our work in the coming seasons.

LONDON.

University News and Notes.

The sixth Congress of the *Institut Internationale de Sociologie* was held at the University of London on July 4th, 5th and 6th. The opening address was delivered by the President of the Institute, M. Emile Levaseur, who reviewed the progress that had been made in the study of Sociology since the first International Congress was held in Paris twelve years ago. Lord Avebury, on behalf of the London Sociological Society, welcomed the foreign members of the Congress. Sir Arthur Rücker briefly described the work the University of London was doing in the study of Sociology. The proceedings throughout the Congress were conducted in French. Among those attending the meetings were Dr. J. Novikov, Odessa; Professor Lester Ward, Washington; Professor Törries, Kiel; Baron Garofalo, Venice; Professor A. D. Xénopol; Dr. Pournin; M. Leon Philippe; Dr. Alfredo Nicefero; M. A. Abrikossof and M. René Worms, General Secretary of the Institute. After the meetings of the Congress a number of delegates visited Oxford and Cambridge.

Amongst the numerous educational bequests of the late Mr. Alfred Beit is the gift to the College of Technology (including Mining and Metallurgy), in connexion with the University of London, of £50,000, and 5,000 preferred shares of £2. 10s. each in De Beer's Consolidated Mines Ltd., to be applied for the purposes of the College. The present value of these shares is about £17 each. Mr. Beit also left the sum of £25,000 to the Institute of Medical Sciences Fund, University of London.

Mr. E. A. Minchin, M.A., the recently-appointed Professor of Protozoology, will deliver his inaugural lecture on "The Scope and Problems of Protozoology" on November 15th.

A special sum of £600 will be devoted during the session 1906–7 to the provision of courses of advanced or special lectures as follows:—In physiology, £150; in classics, £200; in history, £100; in botany, £75; in zoology, £75. In addition to the foregoing, a readership in meteorology has been instituted.

The Senate have approved of a scheme for the co-ordination of the courses in law to be given during 1906–7 at University and King's Colleges and the London School of Economics.

The Senate have accepted from Mr. Martin White two further generous donations—one to provide a salary of £200 a year for Dr. Edward Westermarck, University Lecturer in Sociology, for a further period of five years, the other an additional sum of £700 for the establishment for five years of two scholarships a year each of the annual value of £35 and tenable for two years. In connexion with Mr. White's benefaction, special courses will be delivered during the session 1906–7 on ethnology by Dr. A. C. Haddon, F.R.S., and on psychology by Dr. J. W. Slaughter, Ph.D.

Architecture has been instituted as a branch of the B.A. Honours Degree for internal students, and a course of study and a scheme of examination in that subject have been approved accordingly.

The Senate have approved the erection of new buildings at Goldsmiths' College at a cost of £12,000. These are required partly for the training department and partly for the art school. The design, which has been made by Mr. Reginald Blomfield, A.R.A., forms part of a larger scheme which it is hoped will be completed at some future date when the finances of the College permit of further enlargement.

The results of the London University Matriculation examinations have just been published. The total number examined was 3333, and of these 191 candidates passed in the first division, 1156 in the second, and 1986 failed.

The Clothworkers' Company have given £100 to the fund for providing a Creighton lectureship in the University.

Mr. Edgar Schuster has been re-appointed Francis Galton Research Fellow in National Eugenics until February, 1907.

Baron Dairoku Kikuchi has accepted the invitation of the Senate, conveyed to him through the Government of Japan, to deliver courses of lectures on Japanese education during the Lent and summer terms of 1907. Baron Kikuchi was educated at Cambridge, where he graduated with honours, and on his return to Japan he held the distinguished posts of President of the Imperial University of Tokio and Minister of State for Education. He is also a member of the House of Peers.

It is announced that the University College Transfer Commissioners have postponed the date upon which the administration of the College is to be taken over by the University from September 1, 1906, to January 1, 1907. From the date upon which the College becomes an integral part of the University

the School of Advanced Medical Studies connected with the hospital will become a school of the University in the Faculty of Medicine.

The statutes and regulations prepared by the Senate for the management of University College, London, state that the official name of the College will be "University of London, University College," and that the College will be maintained and developed by the University, as far as the means and other duties of the University permit as a place of teaching and research in which wide academic culture will be secured by the variety of the subjects taught in different faculties, including preliminary and intermediate medical studies.

From the Principal's Annual Report.

UNIVERSITY EXTENSION WORK.

As regards the University Extension work, complete figures for 1905–06 are not yet available. In the session 1904–05 the number of entries was about 10 per cent. greater than in 1903–04, while the average number of weekly papers increased by 40 per cent., the number of terminal certificates awarded by 56 per cent., and the number of sessional certificates by 80 per cent. During the present year the University Extension system has been completed by the decision of the Senate to call the certificate given for success in the four-year course of study in the Humanities the "Chancellor's University Extension Certificate."

SCHOOL EXAMINATION AND INSPECTION.

A higher standard school examination has also been established, so that by means of this, of the ordinary matriculation standard examination, and of the junior standard examination, it is hoped that the University will be able to meet all the requirements of schools. The Middlesex County Council has invited the University to inspect and examine all the secondary schools under its control. It will be remembered that last year a similar action was reported on the part of the Surrey County Council. The total number of schools inspected or examined increased from 12 in 1903–04 to 40 in 1904–05, and will probably amount to 45 in the session now drawing to a close.

GOLDSMITHS' COLLEGE.

Goldsmiths' College was opened by the Chancellor at the beginning of the session, and has been working successfully.

The full number of 500 training college students will enter the College in October next; and arrangements are being made with the London County Council to carry on some of the evening classes, a subvention of £4,000 a year being provided by the Council for that purpose.

REFORM OF THE CURRICULA FOR THE ARTS DEGREE.

The most important event of the last year with regard to the examination system of the University has been the re-casting of the curricula and schemes of examination for the B.A. degree. Up to the present the course of study for this degree from the matriculation stage onward has been, with the exception of mathematics, entirely literary, while that for the B.Sc. has been entirely scientific. The opinion that a mixed course of literature and science would be of the utmost value to many pass students has, however, for long been gaining in strength, and effect has now been given to it in the following manner:—In future either Greek or Latin, but not both, will be compulsory both in the intermediate and in the final examinations for the B.A. degree. Another language will also be compulsory; while the other subjects required may be chosen from a list of languages, pure and applied mathematics, and the more fundamental sciences. There are some variations in the schemes approved for internal and external students respectively. The examinations in science will be identical with those for the corresponding subjects for the B.Sc. degree; and the courses and examination for honours candidates will be as at present. It will thus be possible for a candidate for a pass B.A. degree to take either an exclusively literary course, or a mixed course including Latin and one other language. For the purposes of a general education it would be difficult to devise a better course than (say) Latin, French, Mathematics and an Experimental Science. Further, as "Education" is one of the alternative subjects for final examinations, those who are intending to be teachers will be able to begin the study of pedagogy before taking an Arts degree. It is to be hoped that these changes will help to neutralise the tendency to drive students who do not wish to study Greek into an exclusively scientific course.

AN INTERESTING DEVELOPMENT.

Another interesting new departure is that the University has for the first time conducted examinations for the B.Sc. degree, which involve practical work, in a colony, viz., Ceylon.

This can only be done when the Government of the Colony undertakes to find competent persons to superintend the practical examinations, and to keep the apparatus required up to the standard approved by the University, both as to quantity and quality. In the case of Ceylon the laboratories and equipment were specially inspected by Dr. Osborne on his way to Australia.

ORGANISATION OF TEACHING.

The Lister Institute of Preventive Medicine has been admitted as a School of the University in the Faculty of Medicine.

Several teachers of the Royal Veterinary College have been recognised as teachers of the University, and courses of study in veterinary science have been approved by the Senate.

Courses of study and examinations in Mining and Metallurgy have been approved.

GIFTS TO THE UNIVERSITY.

Among the gifts of the year mention is due to the fact that the Trustees of the British Museum have presented to the University the complete general catalogue of their library in 438 parts, together with the subject index in three volumes.

The following sums have been received as gifts, apart from those which may be classed as payments for services rendered:

	£	s.	d.	£	s.	d.
London County Council (annual subvention)				10,000	0	0
Goldsmiths' Company—						
Annual subvention to Goldsmiths' College	5,000	0	0			
Additional grant for repairs ...	1,558	0	0			
Donation to Institute of Medical Science	10,000	0	0			
Donations to Library	1,046	0	0			
				17,604	0	0
For Chair of Protozoology—						
Royal Society and Rhodes Trustees, through the Colonial Office...				750	0	0

For University Work—						
London Parochial Charities ...	500	0	0			
Gilchrist Educational Trust ...	200	0	0			
Mitchell City of London Charity	150	0	0			
Court of Common Council... ...	52	10	0			
Merchant Taylors' Company ...	52	10	0			
Leathersellers' Company	50	0	0			
Cutlers' Company	26	5	0			
Individual Subscribers	98	0	0			
				1,129	5	0
Mr. Martin White, for Sociology ...				1,200	0	0
Dr. George Oliver, for Physiological Laboratory				100	0	0
				£30,783	5	0

Bedford College for Women.

Miss Ethel Hurlbatt, M.A., Principal of Bedford College for Women (University of London) has been offered and has accepted an appointment as Warden of the Royal Victoria College, McGill University, Montreal, and will leave England at the end of the year. The Council of Bedford College will shortly appoint her successor whom it is hoped will come into residence at the beginning of the Lent term.

The Council have made the following appointments:—Mr. P. G. Thomas, M.A. (Cantab. and Liv.), as Lecturer in English Language and Literature. Miss F. C. Johnson, M..A (Lond.), as Assistant Lecturer in French. Mr. J. R. Spencer, M.Sc. (Liv)., PH.D. (Breslau), as Demonstrator in Chemistry. Miss E. Hanhart, M.A. (Math. Tripos, Cantab.), as Assistant in the Department of Mathematics. Miss G. W. Martyn, B.Sc. (Lond.), as Physical Instructor.

A Research Scholarship in Zoology has been awarded to Miss Lilian Ash (Nat. Sci. Tripos, Cantab.). Entrance Scholarships have been awarded as follows:—Clift-Courtauld in Arts (£31. 10s. for first year, £28. 7s. for 2nd and 3rd years) to G. F. Bennett of Tremarth School, Hampstead. Deccan in Arts (£40 for 3 years) to G. Inkster of Clapham High School. Pfeiffer in Science (£48 for 3 years) to M. Brownsmith of Bournemouth High School. Deccan in Science (£60 for 3 years) to A. F. Bate of Croydon High School. Scholarships for the Secondary Training Course, beginning in October, have been awarded to

D. M. Charles (Somerville and Royal Holloway Colleges) and to E. K. Mullins (Newnham College). Grants in aid have also been awarded to B. M. Munro (Newnham College) and to N. R. Manson (Newnham College). The Early English Text Society's Prize has been awarded to Miss Hilda P. Warren.

London School of Economics.

The following have been elected governors of the London School of Economics and Political Science:—Mr. S. Stanley Brown, general manager of the Employers' Liability Assurance Corporation; Mr. H. A. Harben, a director of the Prudential Assurance Company and a member of the London County Council; Mr. E. Roger Owen, general manager of the Commercial Union Assurance Company; Mr. Marlborough Pryor, chairman of the Sun Insurance Society; Mr. A. Vian, secretary of the Railway Passengers' Assurance Company; and Mr. J. Martin White.

The Hon. Mrs. E. A. Whittuck has presented a sum of £3,000 to the London School of Economics and Political Science for the purpose of founding a lectureship in commercial law. Mr. R. A. Wright, M.A., Fellow of Trinity College, Cambridge, has been appointed Whittuck lecturer for a term of three years.

Royal Holloway College.

The following appointments were made by the governors of the Royal Holloway College at a recent meeting:—Miss I. Coats, Staff Lecturer in German; Mr. Thomas Seccombe, Visiting Lecturer in Modern History (reappointment); and Miss A. H. Davies, Assistant Lecturer in English.

King's College.

The council of King's College, London, have appointed the Rev. Clement Rogers, M.A., as special lecturer for 1906–7 in pastoral theology; Mr. W. F. Craies, M.A., as lecturer in criminal law and procedure; and Mr. A. A. Cock as assistant-master of method in the day training college for the year 1906–7.

South-Eastern Agricultural College, Wye.

On July 18th, Lady Carrington opened the new buildings of the College and presented the prizes to the successful students in the absence of her husband the President of the Board of

Agriculture, who was prevented from attending by a meeting of the Cabinet Council. The new buildings consist of a large gymnasium (anonymously given), a new research laboratory for soil analysis and agricultural chemistry, a new bacteriological laboratory, drawing office, a shoeing smith's forge, joinery shop, additional students' rooms, etc. The number of students at the College has increased within the past five years from about 40 to over 100. The new drawing office has been erected by an anonymous donor as a memorial of the late Mr. E. J. Halsey, a former chairman of the Surrey County Council and of the governors of the College. The Principal (Mr. M. J. R. Dunstan) stated that the College was already full for next session, and that their former students, now scattered all over the world, were doing well.

University College.

Through the generous aid of the Drapers' Company, the work of the statistical laboratory at University College, under the direction of Professor Karl Pearson, has been considerably extended. The laboratory now provides a complete course of training in the theory and practice of statistics. Instruction is given in exhibition calculation (mechanical and arithmetical) and use of statistical quantities. Advanced students are assisted in research work suited to their stage of progress. The laboratory is provided with a large collection of statistical models and diagrams and of mechanical integrators and calculators.

Sir Richard Farrant, the treasurer of the fund for the Endowment of Advanced University Education and Research, University College, has received the fifth instalment of the gift of £5,000 from Mr. Max Michaelis and the second instalment of the gift of £1,000 from the Fishmongers' Company towards this fund.

Mr. L. D. Barnett, M.A., D.Litt, has been appointed to the chair of Sanscrit in University College, in succession to Professor Rapson; Mr. A. Wolf, D.Litt., assistant professor of philosophy; Mr. V. H. Blackman, M.A., lecturer in "Plant Cytology" in the department of botany; Mr. H. J. Relph, M.R.C.S., L.R.C.P., L.D.S., assistant dental surgeon to University College Hospital; Mr. N. G. Dunbar demonstrator in the department of applied mathematics; and Messrs. E. Foxwell, W. H. Gibson, H. E. Watson assistant demonstrators in the department of chemistry.

A science scholarship has been awarded by his Majesty's Commissioners for the exhibition of 1851 to S. E. Sheppard, and a scholarship renewed for a second year to Miss Winifred Smith.

The College will be represented at the quarter-centenary celebrations of the University of Aberdeen by the Principal, Dr. T. Gregory Foster, and Professor J. D. Cormack, who will present a Latin address.

In view of the new relationship between the College and the University of London, and in order to avoid confusion with the Principal of the University of London, the title of the Principal of University College will be changed to that of Provost of University College.

MANCHESTER.

The Memory of John Owens.

A Degree ceremony was held in the Whitworth Hall, on July 28th. The Vice-Chancellor, Dr. Alfred Hopkinson, K.C., presided. Before conferring the degrees the Vice-Chancellor made a brief speech in which he said that it was sixty years ago that day since the death of John Owens, the founder of their College and University. John Owens should be remembered not only as the founder of their own institution but as the pioneer of all those University Colleges which had grown up in the great cities of England within the last few years. To John Owens and his advisers all England owed a very deep debt not merely for the benefaction itself but also for the very language in which it was given. John Owens laid down three principles in his will. First the money was to be used for the provision, not in the first instance of buildings and equipment, but for the provision of proper teachers. The second thing was that the founder directed that the studies within the walls of the College were to be all those which were taught by any of the other Universities. Thirdly, he laid down the sound principle that within the walls of the University—or College, as founded by him—there should be no religious test, nothing of any kind which would exclude on religious grounds any member of the community whatever. That fundamental principle had been followed by every one of the subsequent foundations of a university character in this country, and with most beneficial results.

At the conclusion of the Vice-Chancellor's speech Professor H. B. Dixon presented for the honorary degree of D.Sc., Dr. Emil Fischer, Professor of Chemistry in the University of Berlin. Subsequently a number of degrees were conferred upon new graduates.

The Faculty of Commerce.

The introduction to the new prospectus of the Faculty of Commerce states that "The aim of the Faculty of Commerce and Administration is to afford a systematic training in higher commercial subjects, in the study of government and administration, and in the work of economic and social investigation. In connexion with the curriculum of the Faculty the University confers the degrees of Bachelor of Commerce and Master of Commerce. The degree of Bachelor of Commerce is granted to matriculated students who have attended the classes and satisfied the examiners in the following subjects:—Political Economy, the Organisation of Commerce and Industry, Modern History, Geography (Economic and Political), Commercial Law, Accounting, two Modern Languages (or one Modern Language carried to an advanced stage) and at least one Special Subject. A student working for a degree in the Faculty of Commerce will receive, therefore, on the one hand, a broad training which is calculated to fit him for public and commercial life, and, on the other hand, instruction in special subjects which will as a rule be selected because of their close connection with the employment to which he is looking forward. The degree of Master of Commerce will be conferred by the University on Bachelors of Commerce of not less than three years' standing who have pursued more advanced studies in connexion with the Faculty of Commerce and Administration, and have presented a dissertation which has been accepted by the Faculty. In addition to the above degrees, the University grants a Higher Commercial Certificate to those students who perform a specified amount of work in the Faculty of Commerce. The work necessary for this Certificate covers about two-thirds of the course required for the B.Com. degree, and can be performed in two years.

In the Faculty of Commerce and Administration University classes are held both in the day and in the evening. The provision of instruction in the evening will enable those who cannot devote the whole of their time for three years to a University training to complete their course after entering business. It will also enable others who have already entered business to

work for the degree in Commerce; but it is desirable that, whenever possible, candidates for the Degree or the Higher Commercial Certificate should begin their work by giving the whole of their time. Further, it is hoped that many who are not prepared to undertake the full course requisite for the degree will attend in the evenings, or at other times, such lectures as have a bearing upon their business pursuits or social and public interests."

University Notes.

Professor G. A. Wright, F.R.C.S., Professor of Surgery in the University has been elected to the Council of the Royal College of Surgeons.

The following appointments have been made:—Mr. W. J. Sedgefield, M.A., D.Litt., to be Lecturer in English Language. Mr. H. F. Coward, M.Sc., and Miss Ida Smedley, D.Sc., to be assistants in Chemistry.

The annual report of the Publications Committee has been laid before the Council. The following are the principal works issued from the Manchester University Press during the year 1905–6:—G. B. Hertz: "The Old Colonial System"; "Inaugural Lectures in the Faculty of Theology"; "Studies in Anatomy"; W. Thorburn: "Course of Instruction in Operative Surgery." T. W. Uttley: "Cotton Spinning and Manufacturing in the United States" (the first Gartside Report). "Archives of the Public Health Laboratory," edited by Professor Delépine; and a "Record of the Work in the Physical Laboratories," prepared in commemoration of the twenty-fifth anniversary of Dr. Schuster's election to a Professorship.

OXFORD.

University News and Notes.

The summer meeting of the Association of Technical Institutions was held at Oxford recently, the President, Sir William Anson, M.P., Warden of All Souls, occupying the chair. There was a large attendance of members. In the course of his address the President said that he thought there was a twofold relation-

ship between the Universities and the work of the Technical Institutes. In their lower stages the Schools of Science and Technical Institutes attended by boys might give such a training as would qualify for scholarships at the Universities—but for this was needed a larger number and perhaps a better organization of the prizes which carried with them the prospect of a University career—and the Universities, being thus the goal of the Technical Institute in its more rudimentary form, should be the starting point for technology in its more advanced form. Principal Reynolds spoke on the subject of the association of the Manchester Municipal School of Technology with the University of Manchester. A paper was read on behalf of Dr. Laurie, dealing with the association of the Heriot-Watt College, Edinburgh, with the University of Edinburgh. Dr. Walmsley, the Principal of the Northampton Institute, discussed the connexion existing between the University of London and London Polytechnics.

In a convocation which was held on July 7th, the honorary degree of D.Litt. was conferred by the Vice-Chancellor, Dr. Merry, Rector of Lincoln, upon Dr. Christian Huelsen, a secretary of the Imperial German Archæological Institute at Rome. In making the presentation, Dr. Farnell, University lecturer in classical archæology spoke of the debt which all archæologists, and especially the British School at Rome, owed to the German Institute of Archæology.

The electors to the Beit Assistant Lectureship in Colonial History have appointed Mr. W. L. Grant, of Balliol College, lecturer. The lectureship is of the value of £300, and is tenable for five years.

Several alterations are being made in the Sheldonian Theatre with a view to rendering the building safer in case of fire. All the doors are being made to open outwards and the wooden floors of the corridors are being replaced by fire-proof floors supported by iron girders. The narrow winding staircases leading to the gallery have been removed, and in their place modern staircases will be erected.

A museum of Natural History and Anthropology erected in Woodstock Road, Oxford, containing an exhibition of big game trophies collected by Mr. C. V. A. Peel was opened on July 6th by Mr. F. C. Selons.

A letter of grateful thanks has been sent to Sir Alfred Jones by fourteen of the Oxford and Cambridge undergraduates who availed themselves of his generous offer to take a number of University students on a visit to Jamaica in one of the ships of the Elder Dempster Line. A second party of twelve has recently left for Jamaica.

A bronze tablet to the memory of the late Mr. Cecil Rhodes has been placed on the house at No. 6, King Edward Street, Oxford. On a square panel below a bust of Mr. Rhodes cast in deep relief is the following inscription:—"In this house the Right Hon. Cecil John Rhodes kept academical residence in the year 1881. This memorial is erected by Alfred Moseley in recognition of the great services rendered by Cecil Rhodes to his country."

ST. ANDREWS.

The Buchanan Quater-Centenary.

The 400th anniversary of the birth of George Buchanan was celebrated at the University on July 6th. The proceedings opened with a service in the University Chapel conducted by Principal Stewart. In the afternoon a public oration was delivered in the hall of the United College, by Lord Reay, a former Rector of St. Andrews. The Lord Rector (Mr. Andrew Carnegie) presided, and among those present were Principal Donaldson, members of the St. Andrews University Court, the Senators, and the General Council. Representatives were present from the Universities of Edinburgh, Glasgow, and Aberdeen. M. Bonnet-Maury, professor of Church History in the Faculty of Protestant Theology and M. Salles, Professor in the Lycée Janson-de-Sailly, attended as representatives of the University of Paris. The Lord Rector said that last year Scotland celebrated the 400th anniversary of the birth of its greatest reformer John Knox. They were now celebrating a similar anniversary of Scotland's greatest constitutional reformer, George Buchanan. Both men were sons of St. Andrew's University. It was Buchanan who first in Britain proclaimed the divine right of the people and denounced the divine right of Kings. To-day Buchanan the poet, Buchanan the scholar, was

no longer a vital force, but Buchanan the statesman, the constitutional reformer, had grown and must grow as the principles of constitutional liberty spread throughout the world.

In the course of his eloquent commemorative address Lord Reay said:—"We believe that this ancient University of St. Andrews, as well as the other Universities of Scotland, will maintain the traditions bequeathed to us by such pioneers as Buchanan. Buchanan, we may be sure, would have done full justice to the claims of science which no University can fail to recognize. But we have to maintain the classical and the literary side of our higher education. It is not a matter of indifference how our thoughts are conveyed. In due regard to the mode of expression we have a safeguard against rashness in argument. To the vigorous assertion of their principles by Buchanan and his friends we owe the existence of our liberties. The Universities have no nobler duty than to inspire the rising generations of young Scots to maintain these liberties, and to use them in such a manner as would have satisfied Buchanan that he had not lived in vain."

After the oration there was a graduation ceremonial, at which the following honorary degrees were conferred:—D.D.: The Rev. Alexander Gordon Mitchell, minister of Killearn, the parish of Buchanan's birth. LL.D.: Miss Elizabeth Sanderson Haldane; Professor John Eyton Bickersteth, Mayor of Cambridge; Dr. John Pentland Mahaffy, of Trinity College, Dublin; Professor Robert Yelverton Tyrrell, of Trinity College, Dublin; Professor Samuel Dill, of Queen's College, Belfast; Professor James Smith Reid, of Cambridge; Professor Percy Gardner, of Oxford; Mr. Samuel Henry Butcher, M.P.; Professor Hume Brown; Professor Rhys Roberts, Leeds; Professor Gaston Bonnet-Maury, University of Paris; John Gennadius, D.C.L.; the Countess Cantini Lovatelli, Rome; and Professor Robinson Ellis, of Oxford. The Countess Lovatelli and Professor Robinson Ellis received their degrees in *absentia*.

In the evening a dinner was held in the Students' Union. On July 7th a garden party was held in the grounds of the United College.

A very interesting collection of editions of Buchanan's works and of portraits of Buchanan, which had been organized by the University librarian, Mr. J. Maitland Anderson, was on view during the celebrations.

University Notes.

At the last meeting of the University Court, Principal Donaldson referred to the recent death of Sheriff Younger, the Chancellor's Assessor, and it was resolved to place on record the great sorrow felt by the Court at the sad loss. Sheriff Younger had been only a short time a member of the Court, yet its members had already learnt to place entire confidence in his judgment and ability.

The old gateway which formerly stood in front of the University Chapel at the United College has been recently rebuilt and a wall and railing has been placed round the frontage of the Chapel to North Street.

Mr. Alexander Anderson, M.A., B.D., has been appointed assistant to the Professor of Hebrew in succession to Mr. Robertson.

It has been decided to appoint an assistant in Geology for next session in view of the fact that much of the time of the lecturer in Geology—Dr. Jehu—will be occupied during the coming winter by his duties as a member of the Royal Commission on Coast Erosion.

Mr. R. K. Hannay, M.A., has been re-appointed organist in the University Chapel for the coming year.

The 1851 scholarship has been renewed for a second year to Mr. John Johnston, B.Sc., University College, Dundee.

A special course of lectures on Victor Hugo's life and works will be delivered in the coming winter session by Mr. Alfred Mercier, lecturer in French in the United College.

UNIVERSITY COLLEGES.

University College, Bristol.

Mr. Peter Fraser, M.A., B.Sc., of Queen's College, Cambridge, who was 10th Wrangler and was placed in the First-class of Part II. of the Mathematical Tripos, has been appointed

Lecturer in Mathematics, in succession to Mr. S. B. McLaren, M.A., who resigns to take up an appointment in the University of Birmingham.

The Degree of Doctor of Engineering of the University of Liverpool has been conferred on Mr. J. Morrow, Lecturer on Engineering in this College. This is the first occasion on which the Degree has been conferred.

On the recommendation of the Council of the College, His Majesty's Commissioners for the Exhibition of 1851 have awarded a Science Research Scholarship of the annual value of £150, and tenable for two years, to Mr. Frank P. Burt, B.Sc., a student of the College. Mr. Burt, who has worked under Professor Travers, proposes to continue his researches on "the revision of the atomic weight of nitrogen by the simultaneous gravimetric and gasometric analysis of nitrogen sulphides." The Commissioners have renewed the Science Research Scholarships, held by Mr. Alfred G. C. Gwyer, B.Sc., who is continuing a metallurgical research under Professor Tammann in Göttingen, and Mr. Thomas F. Sibly, B.Sc., who is conducting a geological research in the University of Birmingham.

The Faculty of Medicine are offering an Entrance Scholarship of the value of £75 tenable on the condition that the holder must follow a complete course of medical study in Bristol. The examination will be held in October next.

"The King's English."[1]

If we fully recognise language as before all else symbolic and significant, it will be difficult to better the opening sentence of "The King's English." "Any one who wishes to become a good writer should endeavour, before he allows himself to be tempted by the more showy qualities to be direct, simple, brief, vigorous, and lucid" (p. 1). But unhappily we constantly and strangely ignore the central character and value of articulate expression, and so far as this is the case, it is of little avail that we should attain simplicity, brevity or vigour.

It may be said at once that the painstaking and comprehensive exposure by the authors, of blunders which one would think impossible to anyone even moderately well read, even if without any grammatical training, calls both for gratitude and admiration. The only question is whether in attacking such noxious weeds the writers have resisted the temptation to go further and to uproot much which makes for richness and for delicacy, for quaintness and for force.

They admit that "if no new words were to appear, it would be a sign that the language was moribund"; but add that "it is well that each new word that does appear should be severely scrutinized" (pp. 18–19). Yet they fail to give us the same warning about phrases and idioms. And new words are thus supposed to "appear" in the linguistic nursery like the baby which the doctor takes out of the gooseberry bush. As usual, our ideas of the evolution of language are confined to the mysterious and casual "appearance" of new words or names; it seldom seems to occur to us that it ought to be possible to trace good reasons for their advent, and that the crowding in of sporadic little strangers ought to be effectively controlled and directed.

1 "The King's English," By H.W.F. and F.G.F. Oxford: Clarendon Press. 5s. net.

On this ground, then, one is grateful for the patronage extended to a word like "Intellectuals," for "the fact that intellect in any country is recognised as a definite political factor is noteworthy" (p. 22); and perhaps its absence in the vocabulary of home politics is significant. "Closure" appears to have been safely added to the verbal family, "for which we may be thankful"; and "if only someone had thought of it in time" we might have succeeded in obtaining some other olive branch. The doctor must hunt the cabbage beds as well as the gooseberry bushes.

Occasionally, however, somebody (or a newspaper) chooses to let the right to a word like "fall" (for autumn) lapse; and then to use the word becomes "no better than larceny." However, some words may be "extremely efficient"; but what matters that, if they smack of America? We must jealously exclude "American words and phrases" (p. 25), whatever, apparently, may be their expressiveness and fitness. How plainly in this one seems to hear the faint echoes of a pre-Chaucerian day when even Chaucer's innovations must have seemed to a monkish author of a previous generation as bad as the proscribed "American." One may be all the more thankful for the deliberate commendation of *naivety*, which until now has been vigilantly outlawed.

Some other things we may be thankful for: we are not forbidden to produce, or encouraged to "coin," words. We "form" them, as we may invent or combine or fashion them. And we are bidden to hope for the speedy dissolution of "phenomenal" for unusual or exceptional. It is curious how few people seem to know that this last usage started with the newspaper fashion of forty years ago, of heading short "pars" recording any notable *appearance* (an aurora, a swarm of insects, etc.) by the simple heading "Phenomenon." The true use and sense of the word, as usual, soon got corrupted. But the widespread absurdity of the present usage is hardly more than ten years old.

With regard to slang which is assumed to be "bad," while idiom is "good," we may suggest that the reverse is often true. We continue the use of many a "bad" idiom such as "how do you do," and "I could not help it," while excellent slang, *e.g.*, "for all it is worth," is proscribed by our monitors. Well, of slang we are to choose "only that part which (the idiomatic writer's) insight assures him has the sort of merit that will preserve it" (p. 53). But how carefully his education has blunted that insight—the birthright of all of us! For the merit seen by the original writer, unless his personality is a powerful one, may easily for the rest of us be guilt. Still "than whom," we are told, is not to

be ruled out, since to do so would amount to "saying that man is made for grammar and not grammar for man" (p. 64); a concession of wide application.

Evidence of our amazing linguistic supineness abounds throughout the book. Touching the use of "more than I can help," *e.g.*, we read that the phrase really means "more than I can*not* help": but "to say that, however, is by this time impossible" (p. 74). Of course it is, when our mentors and tutors say so!

The authors are "quite aware, however, that in the first place a language does not remodel itself to suit the grammarian's fancy for neat classification; that secondly the confusion is not merely wanton or ignorant, but the result of natural development; that thirdly the change involves some inconveniences, especially to hurried and careless writers." On the other hand they consider it "certain that the permanent tendency in language is towards the correct and logical, not from it" (p. 110); and a hope is expressed that the instances given may attract the attention of unwitting transgressors. But in this there is danger to the majority, who think they are quite independent of figure but all the while show indirectly that they are in fact more of less influenced by the figurative. "A language does not remodel itself"—how could it? This is an example of such danger, for it involves a false psychology. Language obviously cannot remodel itself. As well say that sculpture cannot remodel itself. The idea is a misfit. One doesn't explain that a statue cannot brush its hair. In many cases the personifying habit does no harm, as *e.g.*, when we speak of a ship or a colony as "she"; but in the case of language what we need to have urged upon us is that *we* the users must remodel the most precious of all our appliances. "Opportunities for ambiguity are so abundant in English, owing to the number of words whose parsing depends on context, that all aids to precision are valuable" (p. 120). But the fact that there are different kinds of ambiguity, or that a passage may be ambiguous in more than one *sense*, is not hinted at. In one form, that of flexible connotation, ambiguity is of course excellent. As I have heard many an old villager say, the wonderful thing is that there are many parts of the Bible in which if they are read out, everyone who hears will find something for himself, not at all the same as what the others find. Thus the Bible is virtually credited with an extreme ambiguity, yet one consistent with "inspiration" and wholly good in effect. In truth all great human speech and writing has more or less of that quality of being "all things to

all men," and finding men each in his own sanctuary of need and response.

The part of the book, however, which has most interest from the present point of view, is the section on metaphor. We are usefully reminded first that "strictly speaking, metaphor occurs as often as we take a word out of its original sphere and apply it to new circumstances. In this sense almost all words can be shown to be metaphorical when they do not bear a physical meaning; for the original meaning of almost all words can be traced back to something physical" (p. 200); though of course it must not be forgotten that many words seem first to have been, perhaps inevitably, applied to human experiences and activities, and then transferred to "nature." That process is indeed still going on in modern poetry.*

Still the psychologist is perhaps somewhat biassed in this direction; and probably the processes were in fact at first simultaneous; the human and the physical movements were originally, as need prescribed, translated backwards and forwards. It seems likely in short that this primitive example of a kind of translation urgently needed in more and more exalted and comprehensive senses, was the earliest of all. The importance of metaphor or analogy—in fact the translative aspect of language—is, however, so great that it needs separate treatment. Here it is only possible briefly to notice one or two points.

First, the curious one that writers who analyse metaphor scarcely ever notice inconsistency in the use of one of the most important of all; the "literal." Strictly of course this means an extension of the textual. And, "what I have written I have written." The "Written Word" has a specially binding force. Incised in stone or clay, this is originally and naturally the most direct and the most obligatory of utterances. If the proposal to restrict the "literal" to what, being written, can be proved by the production of inscription or document, may seem pedantic, we must remember that, after all, we also have as alternatives the direct, the original, the actual, the practical, the physical (or

* For instance:

". . . . jet-black night;
It stares through the window-pane;
It crawls in the corners, hiding from the light. . . ."
(R. L. Stevenson. 'North-West Passage').

"Light airs from where the deep,
All down the sand,
Is breathing in his sleep,
Heard by the land."
(Tennyson: 'Tiresias and Other Poems,' pp. 182-3).

material, or organic), and the real, as well as the historical and the demonstrable.

Seen in this light (one in which our authors have seen other misused figures) surely "literal sight" and "literal meaning" are absurd or at least wasteful of valuable distinction, when we can so easily say "actual sight" or "organic sight" and practical, direct, or original meaning. And a literal army (p. 205) ought to mean a Haldanian Army on paper only. So "nucleus" cannot be literally a kernel, though it may be "literally" used to express a vital centre, and means physically a kernel. In truth the starting-point of the use of "literal" seems to be the "literal text"; it means first and last "in the letter," scored by actual pen or chisel; and surely it would greatly conduce to practical clearness if we made that our ruling test. One can clearly see how the present misusage arose from the legal insistence on the Written Testimony, that is on documentary evidence; this having descended from the most ancient of all appeals and witnesses.

We have in "The King's English" an attempt to track cases of confusion as well as of solecism to their linguistic source, and to bring to bear on usage a sane and practical criticism; surely it would have been well to take advantage of this opportunity in such a case as the "literal." But instead of this, we read (p. 207) that "dilemma" is an "incorrigibly literal word"; an "abstract noun" and a "brand" are also literal. Well, if in all these cases the idea includes or implies that of a label or writ or document of any kind, then, but then only, we have a legitimate "literal."

What, however, is to be expected when in so able and searching an essay on such helpful lines we come at last to a moment when the page-heading "Grammar" yields gracefully to—shall we say its better half—"Meaning"? But it is only a heading. We have no introductory words; and there is no real difference in the cases cited or in the critical comment.

At the end we have the heading "Meaning, Ambiguity," and are warned that it is "most annoying to a reader to be misled about the construction, and therefore most foolish in a writer to mislead him" (p. 345). Is it mainly then a case of annoyance in a reader and foolishness in a writer? To mislead is to lead astray when at the best the right way of interpretation and inference is hard enough to find. Unpardonable rather than foolish seems the needed word in cases where construction may deceive. As to ambiguity, it seems here to stand pretty much for whatever is incorrect. In fact not only "The King's

English" but most of its critics virtually ignore in language any further value than that which the builder, designer or composer deals with. The whole criticism might be not so much translated as transferred to music or architecture in their technical aspect. Every sequence of note, every tone and every melodic scheme and phrase: and again every detail of built-up service, beauty, dignity, is in art paramount. In language on the other hand, all this is still important but always secondary; the main value lies in the consequences and values of expression, in its creative results, in its suggestion by one mind to another, through articulate symbol, of all the ideas which experience and inference, imagination and discovery bring us.

The preconception of the book appears to be twofold. First, that ideally, language is to be as near as possible the same (on what in an expressive jargon we call a dead level) at all times, in all places, and to all; and second, that so long as we secure this uniformity and precision of form, the symbolic, yet more the indirectly suggestive, function of language may be practically left to take care of itself. Like the "stylists," though from quite a different point of view, the writers tend to perfect everything in a sword except the edge of the blade, everything in the telescope except the lens, everything in the compass except the needle.

Now it is true that so long as you encourage an ordered freedom and richness in language, a generous variety in linguistic expression analogous to that of the highest organism under the laws of variation, you cannot be too scrupulous in making its every detail as perfect as possible. But though on occasion we may devote ourselves to the euphony or the syntax of speech, one would think that care would always be taken to remind a reader that these are only emotional or decorative suggestions; and that to be fitting and where possible dignified and beautiful, is in the last resort the true value of language, because it helps to bring out a deeper import or purport, to convey a truer or fuller drift, tenour and bearing, in short, to give us more sense, more meaning, above all more significance; and to give these more worthily and more clearly.

V. W.

Reviews.

BIOGRAPHY.

"SIR JOSHUA FITCH": an Account of his Life and Work. By A. L. Lilley, M.A., Vicar of St. Mary's, Paddington Green. Edward Arnold, 7s. 6d. net.

This carefully-prepared volume will be of intense interest to the rapidly-increasing band of educationalists in England. It reveals idealism and practicability in outlook upon the part of a man who was a teacher from his youth up. His attitude towards one aspect of university work demands our attention in a necessarily brief notice. He proposed to establish university colonies throughout most of the great towns in England. He foresaw that the wave of enthusiasm which swept University Extension work forward would recede directly an attempt was made to give "precision and system" to the courses of study. There was no doubt in his mind but that the universities should attach this work to themselves by a support which would render it independent of crowds or guarantors—by means of resident or permanent teachers (not popular lecturers) and recognition of students. It is that problem under perhaps a new guise, and more especially in relation to artisans, which is disturbing the minds of University Extension authorities to-day, and the principles which animated Sir Joshua Fitch's decision must animate theirs or the problem will for the present, remain unsolved. Mr. Lilley is to be congratulated upon his sympathetic volume. We recommend all interested in education to take this opportunity of understanding the mind of one who added to quiet enthusiasm, unrivalled experience, and whose life was, in Mr. Barsteny's phrase, "complete and rounded."

ECONOMICS.

"THE PRINCIPLES AND METHODS OF TAXATION." By G. Armitage-Smith, M.A. London: John Murray, 1906. 5s.

Anyone who has attended Mr. Armitage-Smith's lectures at the Birkbeck Institute will anticipate some sound economics and good reading in this volume. They will not be disappointed. The author touches "the dismal science" with an enchanter's wand. His treatment of the subject is concise, thorough, simple and practical; and his careful analysis of the leading historical facts in the evolution of taxation, and his judicial examination of the Indian and French revenue systems induce us to give the volume unqualified praise. It should be in the hands of every statesman, student and voter.

"RETALIATORY DUTIES." By Prof. H. Dietzel. Translated for the Unionist Free Trade Club by Rev. D. W. Simon, D.D., and W. Osborne Brigstocke. London: Fisher Unwin, 1906. 2s. 6d. net.

Another contribution to the Fiscal controversy! Everybody knows the difference between Free Trade and Protection, but the distinction between Retaliation and Reciprocity is less apparent and scarcely recognised. Prof. Dietzel's book gives us an able and lucid explanation of this distinction as well as a general criticism of Free Trade *v.* Protection from the German point of view. Making due allowance for special pleading, the Unionist Free Trade Club is to be congratulated upon its latest contribution to popular economic literature and upon having secured such good translators.

EDUCATIONAL.

"ELEMENTARY GREEK GRAMMAR: ACCIDENCE AND SYNTAX." By John Thompson. John Murray.

A compact and workmanlike Greek grammar, thoroughly up-to-date and well arranged; perhaps rather too much compressed for the use of individual students, but well suited to be the groundwork for

tuition. In the portion devoted to Syntax the author abstains from discussion, but gives the generally accepted views with clear and copious illustration.

"AN INTERMEDIATE COURSE OF MECHANICS." By A. W. Porter. John Murray. 5s.

This book contains the elements of Dynamics of a Particle, Rigid Dynamics and Hydrostatics, with a chapter on the Statics of Elementary Machines. In the earlier chapters the proofs of the formulæ for rectilinear translation of a particle are discussed with considerable detail and care. Examples are given at the end of each chapter, and a miscellaneous set at the end of the volume, together with specimen examination papers and answers to the examples. A very useful book.

"HALF HOURS WITH MODERN FRENCH AUTHORS" (prose and verse). By Jules Lazare. Two parts, 2s. each. Hachette and Co.

The method of using brief extracts as a means of imparting knowledge of a language cannot lay claim to unqualified approval. Extracts for translation are necessarily chosen in part at least on account of their linguistic difficulties, and a collection of difficulties must leave a false impression both of the character of a language and of its literature. Nevertheless translation of selected passages is a valuable accessory to the study of a language, and the present collection has undoubted merit. It covers a wide range and shows that M. Lazare has considerable experience of the needs of students; the extracts are admirably fitted to be translation exercises, and have all a certain literary merit, so that they may well tempt the student further afield. We must protest, however, against the insertion of vocabularies in such books. Both parts are adapted for students in a fairly advanced stage, and it seems a mistake to dispense with the valuable educative possibilities which the use of a dictionary involves.

"A PRIMER OF LOGIC." By E. Constance Jones. Murray, 1s. 6d.

This little introduction to logic possesses qualities which render it a valuable and worthy addition to the excellent series of manuals on educational subjects which Mr. Murray is bringing out. It is as concise and clear as anyone taking up the study of logic could desire. For that reason it will probably supply a much-felt want among students who find the older logic books tedious and verbose. Miss

Jones, too, is an acknowledged authority in her subject, and any contribution from her pen, even though it be but a text-book, has an importance and an interest of its own. For it is not to be supposed that it is an easy matter to write a text-book on formal logic. The difficult position in which any modern writer on this subject is placed is shown by the attempts in many recent text-books (such as those by Bosanquet, Welton and Joseph) to bring formal logic into line with the logical theories of the Hegelian school by emphasising those features which are of permanent value or by minimising those which are purely abstract and formal. The influence which this movement has had is certainly reflected in the present work. At the same time, it is evident that Miss Jones is not a whole-hearted supporter of its rationalising tendency. Her account of propositional forms is very brief, and is treated rather on scholastic lines; nor is any attempt made to refer to the criticisms which have for centuries been directed against the Syllogism. Towards the close, however, Miss Jones allows herself a freer hand, and for this reason the chapter on "Language and Definition" is perhaps the most interesting part of the book. It is also, it must be confessed, the least satisfactory. Miss Jones naturally enough finds it difficult to rest content with the traditional scholastic account of Definition. But the difficulties which she feels are those which attach rather to the usage of words than to the meaning or content of things signified by words. They are therefore difficulties which are often peculiar to a particular language and which can be generally resolved by consulting a standard dictionary. Our quarrel with Miss Jones is that she nowhere seems clearly to recognise that an enquiry into the usage of a word is quite different from the enquiry into the meaning of a "thing." For the purposes of logic it is surely imperative to distinguish between "verbal" definition and "essential" definition; but Miss Jones leaves us to the end of the chapter in a complete fog as to whether she means the one or the other. In order to obtain a verbal definition, Miss Jones' rule that the connotation must be conformable to usage is doubtless essential; on the other hand, the rule that definition ought to be by Genus and Difference would for such a purpose be quite superfluous and meaningless. And yet Miss Jones commends this ancient rule, although not, perhaps, quite for the same reasons for which Aristotle formulated it originally. Indeed one cannot help wondering whether the best way to rejuvenate the scholastic logic would not be by reviving the meaning of the Aristotelian formulæ which it employs, but which it has so wilfully misunderstood. Certainly Aristotle's own account of Definition presents none of the difficulties which we find in the scholastic account and that because the Generic theory was *primarily* a meta-

physical not a logical theory. Formal logic indeed suffers from being neither a science (like symbolic logic) nor a philosophy. It is permeated by theories which are simply mistaken interpretations of Aristotle. At the present day it stands in a cross-fire. Symbolic logic, for instance, attacks the Syllogism because it neglects the essential feature of inference by obscuring the logical implication between premiss and conclusion; while, on the other hand, philosophy attacks it because it is confessedly a purely analytic and therefore repetitive process.

But if we can only regret the fact that Miss Jones' little book savours too much of the dictionary, we fully realise that the defect lies more in the nature of the subject itself than in Miss Jones' account of it. No one can help recognising the merits of the present text-book. The special attention of the reader may be drawn to the excellent tables and index at the end.

A. L. D.

HISTORY.

"WILLIAM PITT." By Charles Whibley. Portraits and caricatures. London: William Blackwood and Sons, 1906. 6s. net.

This is a panegyric of Pitt, but the object of the author in rushing into print is not clear. There is no preface, no index and no new light is thrown upon either the period or the statesman. It certainly cannot hold a place beside the excellent sketch of Pitt by Lord Rosebery; but it is readable, and the portraits and caricatures are good.

"THE ECONOMIC INTERPRETATION OF HISTORY." By Prof. J. E. Thorold Rogers. Two Vols. Sixth Edition. Fisher Unwin, 3s. 6d. per vol.

We gladly welcome the new edition of Prof. Thorold Rogers' able work. Its appearance indicates that there is still a public and an increasing public which takes an interest in economics and history. The danger is that in estimating the full value of the economic interpretation of history we may neglect or underestimate its psychological and geographical aspects. These volumes form a necessary part of the student's historical library, but they must only take one corner of the shelf.

"THE COLLEGE OF ST. LEONARD." By Prof. John Herkless and Robert Hannay. Edinburgh and London: William Blackwood and Sons. 5s. net.

This volume, prepared at the request of the University Court of St. Andrews, is divided into parts. Part I., for which Professor Herkless is responsible, traces the history of St. Leonard's, the College which played such an important part in the Scottish Reformation, and over which George Buchanan once presided as Principal, from its foundation—probably early in the thirteenth century—down to nearly the close of the eighteenth, which saw its dissolution as an independent body and its union with the College of St. Salvator. Part II. is the work of Mr. Hannay, and contains all the important documents relating to the foundation and early history of the College, prefaced by an introduction and accompanied by translations and notes.

As an official compilation of unvarnished facts the book is unimpeachable. The authors belong to that school of scientific history—so much in evidence at present—whose watchword is "original sources," whose be-all and end-all may be summed up in the word "research." They have done their exercise in 'diplomatic" with all due diligence and care. Considering no detail too insignificant to be rescued from oblivion, they have filled their volume with facts and figures, and peppered their pages with the footnotes and references beloved of the impartial historian. In such a record where interesting and suggestive details necessarily rub shoulders at every turn with arid trifles, the danger is lest the wheat should be lost sight of in the chaff. Among all the material here collected, however, the patient reader may catch every now and then some interesting glimpse of a byegone age. He may learn, for example, that a Scottish professorship was not always such a valuable educational prize:—

"In the Act of Parliament uniting the two Colleges (St. Salvator's and St. Leonard's) it was stated that at the time of the union the Principal's salary amounted to one hundred and thirty pounds two shillings and fivepence and one-sixth of a penny; the salaries of the three professors of Philosophy and the professor of Greek were forty-six pounds, and that of the professor of Humanity thirty-nine pounds fourteen shillings and sixpence and one-third of a penny."

G. K. M.

"THE POLITICAL HISTORY OF ENGLAND." Vol. X. by Rev. W. Hunt, M.A., D.Litt; and Vol XI. by Hon. G. C. Brodrick, D.C.L., and J. K. Fotheringham, M.A. Longmans, Green and Co. 7s. 6d. per vol.

Few periods of English history are so fascinating to the political student as that with which these two volumes deal, from the accession of George III. to the death of William IV. At the beginning of this period England had become mistress of the sea; Canada and India were being added to her Empire; factions of the aristocracy strove among themselves to hold the reins of her government; while the bulk of her people, unfranchised, and with little wealth or culture were yet healthy and happy in their domestic and agricultural pursuits. Before the end of this period Britain's position and possibilities as an Empire had twice laid trembling in the balance, only to emerge from these trials with added lustre and greater opportunities; the industrial revolution had lifted the middle class to affluence and power, and had degraded the healthy peasantry to stunted town dwellers and factory hands.

From the vast mass of original documents which are now available to the student the authors have made an excellent selection with the result that we have before us one of the most luminous and interesting histories of the period which has yet been written. If there be one fault common to both volumes it is this—there is too much narrative, too little analysis. This is perhaps most noticeable in the earlier volume (1760—1801), which is from the pen of the President of the Royal Historical Society. His array of facts displays an extensive knowledge; the character sketches of the patriot King, his mother, his tutor Bute, and the great ministers of the period indicate an impartial judgment; but when he deals with great movements like the American and the French Revolutions, we miss that profundity which we expect in a great historian. His treatment of the French Revolution and its effects is, in the opinion of the present writer, incomplete and unsympathetic; the movement is judged from its immediate rather than its remote consequences, and there is an apparent contradiction between the following statements:—

(*a*) "Of the well-to-do of all classes there was scarcely one man in twenty who did not become an ardent anti-Jacobin" (p. 329).

(*b*) The Revolution Society, the Society for Constitutional Information, and the London Correspondence Society were in correspondence with the Jacobins of Paris. The last, the most formidable of them, was directed by a secret council, and had

branches in various large towns, the Sheffield branch alone numbering 2,400 members" (p. 335).

The second volume is perhaps less learned, but more human. Foreign affairs occupy the largest space; but there is a sympathetic treatment of the struggles for reform and for the amelioration of the working classes. The influence of the literature of the period is also estimated most carefully and with no little brilliance. We heartily recommend both volumes and welcome them most cordially as valuable contributions to historical literature.

H.O.N.

LITERARY.

"THE POETRY AND PHILOSOPHY OF GEORGE MEREDITH." By G. M. Trevelyan, late Fellow of Trinity College, Cambridge. Pp. xiv., 234. London: Constable. 3s. 6d. net.

The author's object has not been to write a final appreciation of Mr. Meredith's poetry or to determine its place in English literature. The book is in essence a critical and explanatory commentary, intended to help students of the poems towards an understanding of their spirit and to show those who have not yet read them that they are worth study. Mr. Trevelyan has produced a work admirably fitted for both of these ends. Sympathetic, or rather enthusiastic, he is faithful to the ideal of sanity which he regards as his hero's message. He acknowledges the harshness and obscurity which are the chief faults of the poems and traces the causes; the chief of these is the desire to compress, due to a combination of quickness of imagination with intellectual impatience. It has not been noticed, we think, that some of the mannerisms of diction, which so much aid in the process of compression, are suggestive of a Greek origin. Another factor in the eccentricity of language is the use of metaphor; Mr. Meredith does not elaborate his metaphors, they call up visual pictures after the impressionist manner, often in the rapid and somewhat inconsequent succession of the dream imagination; but if each word suggests a fresh picture the relations between nouns, adjectives and verbs are bound to become abnormal.

Mr. Meredith has been termed the poet of Positivism; his view of Nature has been compared with those of Aristotle and Lucretius. The author has no such label to affix, but we have only to read his careful analysis to see a curiously close affinity to the thought of Heraclitus. There is the same tendency to interpret human life in terms of Nature. Nature is composed of opposites, earth and sky,

history," says Mr. Carpenter, "do we hear the voice of a prophet who really *knows* and really *accepts* the whole range of human life." And again, 'Leaves of Grass' is the meeting ground of the human race." He regards Whitman's work as presenting a new era of literature—"a literature appealing to all who deal with life directly, and know what it is; a literature which will be read and lovingly absorbed by the millions as time goes on." This judgment recalls Ruskin's panegyric of the actual leaves of grass: "Gather a single blade of grass and examine for a minute, quietly. . . . Nothing, as it seems there, of notable goodness or beauty. A very little strength, and a very little tallness, and a few delicate long lines meeting in a point,—not a perfect point neither, but blunt and unfinished . . . . and yet, judge whether of all the gorgeous summer flowers . . . . and of all strong and goodly trees . . . . there be any by man so deeply loved, by God so highly graced, as that narrow point of feeble green." Of course the sun has spots. Mr. Carpenter admits that even so wideawake a man as Whitman also nods, and some of his lapses betray an elephantine somnolence, even though brief; refreshing no doubt to the author himself, and certainly exhilarating to others, as when he sang or said: "I will report all heroism from an American point of view." Such things are bound to happen to anyone holding such an ideal rule of composition as Whitman held, "the most translucid clearness without variation." At a cost of a little art Walt Whitman struggled to abide by his rule. Expression was everything. Hence Mr. Carpenter maintains with wonderful skill the thesis on Whitman's behalf, that, "the expression being perfect, the form is also perfect." The book is a distinct help to a hopeful study and mastery of Walt Whitman's "message."

E. L. H. T.

MEDICINE.

"Course of Instruction in Operative Surgery." By Wm. Thorburn, F.R.C.S. Manchester: At the University Press. 2s. 6d. net.

This little book gives the junior student all that he wants, and nothing that he does not want. Its size is handy, and altogether for its purpose it is excellent.

"International Clinics." Vol. I. Sixteenth Series, 1906. J. B. Lippincott Company, Philadelphia and London. Four volumes. £1. 15s. per set, net.

This volume is disappointing. It has an attractive title and a most impressive title page. It contains, however, very few

articles deserving international circulation. A quarterly of "International Clinics" that reflected the progress of the nations in all the branches of medicine might soon become a volume indispensable to all medical men interested in the scientific advance of their profession. But, as a matter of fact, this is an American publication crowded with American contributions, and in this so-called "International" volume England is represented by a clinical lecture delivered by Mr. Battle to the students of St. Thomas's Hospital. There is an epitome of progress in medicine, surgery, and treatment. The section dealing with surgery quite ignores the work of English surgeons. However, the article on Progress in Treatment is excellent, and is quite the most valuable part of the book.

"PHOTOGRAPHIC ATLAS OF THE DISEASES OF THE SKIN." By George Henry Fox, A.M., M.D., of New York. Four volumes. A series of ninety-six plates, comprising nearly two hundred illustrations, with descriptive text and a treatise on Cutaneous Therapeutics. Philadelphia and London: J. B. Lippincott Company. £5 net.

This work has been so good from the first that it is not surprising a fourth edition has been called for since 1900. The plan of the work has been well conceived, for not only have the common diseases of the skin been represented, but an attempt has also been made to show some of their varying clinical appearances. Moreover, in the present impression new plates have been added in which various diseases have been grouped to assist the reader from the differential diagnosis point of view. On the other hand, some of the less common but well-known diseases, such as mycosis, fungoids, etc., have been included, but those decidedly rare conditions which are not likely to be met with by any but the expert have been omitted. The general plan of the Atlas having been dealt with, it remains to say a few words with regard to the illustrations themselves and the text. With regard to the former, Dr. G. H. Fox is to be congratulated on the uniform excellence of the coloured photographs, and also on the discrimination he has displayed in his selection of suitable cases for portrayal. As to the text, the author's remarks are to the point, and well repay careful perusal. They reveal a breezy independence of mind, which is very refreshing. Dr. G. H. Fox has thought out his subject, and he gives the reader honestly the results of his conclusions. There are many home-truths, which medical men would do well to ponder, and many hints that should prove of great value in actual practice. In the twentieth century the practitioner, be he

in general practice or engaged in a special department of work, must look at life with an open and appreciative all-round mind, in a word, he must cultivate imagination. Above all is it essential that he should jettison hoary-headed medical superstitions and give up bowing down to mere authority, dead-weights which have pressed so heavily on the soaring mind in mediæval times, and which even to this day require a deal of struggling against to overcome. In conclusion, the Atlas is a valuable addition to dermatological literature, the stimulating text being by no means the least useful part of it. The publishers have done their part well, as befits the house of Lippincott.

G. P.

PHILOSOPHY.

"THE APPROACH TO PHILOSOPHY." By Ralph Barton Perry, Ph.D. London: Longmans and Co. 6s. net.

This is Prof. Perry's first book, and he is imbued with the optimism of a beginner. "I have attempted," he says, of the second part of his work, "a brief survey of the entire programme of philosophy," and the last part of the book is a similar survey of the systems of philosophy. It is to the last attempt in particular that we must object. There are two ways of writing an introduction to philosophy. The first is to write a preface to a particular philosophy, the second to write a preface to all philosophies. The second is manifestly an impossible task, for it necessitates a compendium of all the thought of the world, a resumé too brief to be understood by a beginner, too fragmentary to be of value to the student. Thus it is to the earlier portions of Dr. Perry's book that we must turn for its true value, and this is by no means inconsiderable. The book begins with a clear defence of the position of philosophy as the necessary consequence of the attempt to lead a rational life, its implication in practice as the estimation of ends. Chapter II., which is entitled "Poetry and Philosophy," is by far the most valuable portion of the book. With a truly original insight Prof. Perry distinguishes between three main types of poetry as an interpretation of life. "For the poet," he says, "all things are good and bad, and never only matters of fact;" the poetical attitude is essentially appreciative, but within the range of that attitude we can distinguish the poet who sees the value of some portion of life as it is in itself, the poet who in seeing truly a part of life sees the whole in that part, and, lastly, the poet who

attempts to see life in its totality—the philosopher poet. But even the philosopher poet does not exhaust the possibilities of philosophy, to quote Prof. Perry. "What Goethe saw and felt, Spinoza proved and defined. The universal and eternal substance was to Spinoza, as philosopher, a theorem and to Goethe, a poet, a perception and an emotion."

In a similar way the author shows the connection of philosophy with religion and with the sciences, and he then goes on to survey the problems of philosophy itself. It is at this stage that the difficulties of his task begin to show themselves; the treatment in this part is necessarily fragmentary and without detail, but it is still clear and suggestive. It is in the last part that the author's task becomes an impossible one; it has been attempted before, and it has always been a failure. We cannot blame Prof. Perry, for he is the victim of tradition. The remainder of the book is so clear and sane that it cannot fail to be of use to the student. In addition there are passages which are original in treatment and show considerable insight and ability. We have no hesitation in recommending the book as a first excursion into philosophy.

T. G. R. D.

SCIENCE.

"Lectures on the Method of Science." Edited by T. B. Strong, Dean of Christ Church. Oxford University Press. 7s. 6d. net

It is difficult to imagine that this course of learned lectures was delivered at a University Extension summer meeting, unless indeed we separate real students from the general mass, and the real students must have been many at Oxford, for it is stated that the course gave "great satisfaction." Prof. Case, in opening, deals with "the various forms in which the general material of scientific study is exhibited; the various logical processes by which the facts under investigation are co-ordinated and explained." The closeness of the treatment severely disciplines the reader before he proceeds to the somewhat more popular lectures which follow—more popular simply because they deal with scientific method in connection with experimental science. It would be interesting to examine in detail the "methods" as set forth by such eminent authorities as Prof. Gotch, Prof. Weldon (whose lamented death occurred since the printing of this volume), Prof. Flinders Petrie and others who find a place in this volume, but we are unable to do more than to recommend the book to general

students who desire to obtain an intelligent appreciation of method in "modern science." This volume will, we hope, be one among a number of similar volumes. It has precedent in the publication of lectures on the "Nineteenth Century," delivered at the Cambridge Summer Meeting in 1902.

SOCIOLOGY.

"A SHORT HISTORY OF CITIZENSHIP." By H. Osman Newland, F.R.Hist.S. Elliott Stock. 2s. 6d. net.

This is a concise history of the origin and evolution of citizen ideas and institutions. The construction is both popular and scientific. The ordinary reader will be attracted by the simple narrative and the interesting explanations of picturesque old customs of to-day. The serious student of history and psychology will find the book especially valuable as an introduction to university and post-graduate courses of study. To University Extension Students and others engaged in the study of the Middle Ages it should prove of particular interest and value. Much of the subject matter was originally written for a course of lectures under the auspices of the London County Council.

"LECTURES ON THE EARLY HISTORY OF THE KINGSHIP." By F. G. Frazer, LL.D., etc. Macmillan, 1905. 8s. 6d. net.

There is a halo around monarchy which centuries of arbitrary acts and general misrule have failed to dispel. There is a fascination about the name of "King" which blunts the sword of revolution and corrodes the pen of criticism. One can understand and appreciate that sound commonsense policy of enlightened and old-established nations which prefers to sanction and maintain hereditary monarchy rather than suffer that unrest and corruption which characterises every presidential election of modern plutocracies; but the motives of new nations, like Norway, with neither empire outside their gates nor Midas and Crœsus within, are more difficult to fathom. The author of "The Golden Bough" and of this volume is not the man to shrink from such a task. He does not, indeed, attempt to read the minds of modern nations, for he foresees that if the truth of his theory were recognised by all it might involve a reconstruction of society of which we can hardly dream. He prefers to investigate

the origin of kingship by the inductive method, *i.e.*, by collecting facts about kings which are actually recorded in the history of primitive times, or which can be attested by modern travellers as actually taking place to-day among those savage races where kingship is being evolved from a preceding stage of barbarism. His conclusion is that the theory of the armchair philosopher that "the king was simply the strongest and bravest man of his tribe," is unsatisfactory; that the instances given in support of this theory "are exceptions rather than the rule;" and that the king is "the lineal successor of the old magician or medicine man." As time goes on the fallacy of magic becomes more and more apparent to the acuter minds, and is slowly displaced by religion; "the magician gives way to the priest . . . . hence the king, starting as a magician, tends gradually to exchange the practice of magic for the priestly functions of prayer."

The volume is a mine of information and interest for the sociological student, and bears evidence like all Mr. Frazer's works of scholarly research. His premisses and conclusions, so far as they apply to petty kingships in Africa and the East Indies to-day, appear to us almost indisputable, but we suspect that there are suppressed premisses in stating the cases of Egypt, Babylonia and perhaps of Rome, which had they been admitted might have considerably modified his conclusions. There are few savage races to-day which have not come into contact with other races, both savage and civilised, and, borrowing from them, have skipped or inter-combined stages which earlier peoples took years to traverse; yet the changed conditions of geographical environment and the effects of such environment seem to have no place in these investigations. The histories of the great kingships of antiquity appear to us to indicate that kingship, unlike patriarchism or the priestly office, was an imposition from outside, based upon force of arms, but maintained by an alliance with the priesthood within.

The facts presented by Dr. Frazer will certainly stimulate a keener investigation into the early history of kingship.

THEOLOGY.

"CHRISTIAN APOLOGETICS." Addresses before the Christian Association, University College, London. John Murray. 3s. 6d. net.

This book, containing six addresses by recognised authorities on subjects as diverse as "Present-day Rationalism with an Examination

of Darwinism," and "The Witness of Human Experience," gives in an interesting and popular form the main outlines of the apologist position. It is obvious that within so small a compass it has often been impossible to give to individual points the detailed treatment which they deserve. For example, the Rev. G. T. Manley's contention that "the practical alternative which lies before most Englishmen who really desire to believe something is materialism or Christianity," is one that can hardly be established within the limits which the scope of his address assigns to it; and the Rev. C. W. Wilson's contribution, entitled "Some Evidences for the Resurrection," would have been more valuable if time and space had permitted him to deal with the discrepancies between the various accounts of Our Lord's post-Resurrection appearances. Yet as a handbook to the study of Christian evidences this work should be of great assistance to many, and two at least of the contributions which go to make it up, namely, the essays on "Present-day Rationalism," by the Rev. Prof. G. Henslow, and "The Synoptic Gospels as Independent Witnesses," by the Rev. Prof. D. S. Margoliouth, contain original matter of the greatest interest and importance.

THEOLOGICAL LECTURES. Edited by Professor A. S. Peake, M.A., B.D. Manchester: At the University Press. 7s. 6d. net.

This is the birthday present of the new Faculty of Theology in the University of Manchester to itself, and, like all the publications of the University Press, it is an admirable production from the bibliographical point of view. This is of no small importance in the present case, because the chief use of the book is to give to an impartial critic a rapid survey over the whole field of scientific theological research. It is a series of Inaugural Lectures, and thus appeals to the general reader rather than to the professional theologian, and the general reader must have his books in an attractive form.

The new Faculty, as Prof. Tout explains in the first lecture, aims at uniting the various theological colleges in the neighbourhood of Manchester on a basis of unprejudiced co-operation on the common ground of scientific study. Thus its field is limited to such branches of the subject as can be regarded as non-controversial, there is no University lecturer in Dogmatic Theology, and even the History of Doctrine is left to separate treatment by lecturers in the different colleges recognised by the University.

The present volume therefore contains only one lecture on

doctrine for its own sake, in other words, it contains only one theological lecture. Before discussing this lecture we may perhaps be allowed to say thus much. Theology in the strict sense of the word has no right to exist except as a philosophy of religion. While it is in the service of particular creeds, it must be an attempt to use philosophical methods while limiting their scope, and philosophy refuses to be limited. Like religion, so philosophy claims the whole field of human experience; if we begin to criticise religion we must give our criticism the full scope which it demands. One cannot compromise with philosophy. To attempt to limit its application is to incur its vengeance—a scepticism from which there is no escape. We cannot labour the point, but it may be that "Theological Lectures" is none the worse because there is little theology in it; the only excursus into theology which it contains is a criticism by Dr. Mackintosh of attempts which have been made to apply the results of the biological evolutionists to the doctrine of sin. The lecture is very guarded; as a criticism it is effective because those whom it criticises are clearly inconsistent and unphilosophical; its conclusion is that "a socially propagated heredity in evil, however mysterious upon one side, seems more credible than any physical transmission of the burden." That is a typically theological conclusion, evolution and sin are in no way reconciled, nor is there any attempt to demolish either of the opposites, if they are opposites. The final appeal is to what is credible, and that, to be quite candid, is here not what we must believe but what we want to believe.

The remainder of the book is more valuable and more typical of the aims of the new faculty. Throughout it is a bold plea for impartial and scientific treatment of the subjects in the field of theology which can be so treated. Prof. Tout says of the Ecclesiastical Historian that, "In absolutely no respect are his problems to be envisaged or to be solved by any other methods than those of the student of any other aspect of history." The Editor in an admirable review of "The Present Movement in Biblical Science," shows the same spirit of impartiality, and in addition he shows the other side of the medal when he asks of the student of the Bible that he should "bring with him to his task a living and reverential regard for every form in which the religious instinct has expressed itself." Prof. Hogg discusses the relation of Assyriology to the history of Israel, and there are four other lectures of a historical character. Prof. Rhys Davids gives a sane and eloquent appreciation of the Wisdom of the East. Without exaggerating its influence on Western thought, he lays stress on the necessity of studying with "passionate patience" those first great guesses at the whole truth which are contained in the sacred books of the East. Canon Hicks, too,

suggests the importance of a new field of study for the theologian. Christian art and Christian inscriptions, the concrete documents of the development of personal Christianity.

The whole book is an able review of the relation of theology to other fields of knowledge and a strong plea for impartial study. Such scientific impartiality is absolutely essential if the work of the theological student is to gain acceptance, and, moreover, it cannot in any way threaten the foundations of religious truth. Religion claims to be an interpretation of the universe as a whole; it stands and falls by the truth of its interpretation. Its evidence rests not on isolated facts that historians can dispute, but on the nature of fact as such. The history of religion has no positive bearing on its value, except in so far as religious facts are among the facts that religion explains. No one can satisfy himself that a doctrine is true by seeing that it has been believed in the past; he must verify it himself and see its truth manifested in the world about him.

T. G. R. D.

TRAVEL.

"India under Royal Eyes." By J. Prevost Battersby. London: George Allen. 12s. 6d.

Mr. Prevost Battersby had a hard task before him when he attempted to describe the Prince of Wales' tour in India. The difficulties, as he himself acknowledges, are very great, but he has managed to write a book not only of excellent description, but one that goes below the surface of things. India, despite the various pageants that have taken place of late years, is practically a closed book to the average Englishman. This book contains several very fine descriptions of the monuments of India. Mr. Battersby has given a living picture of Udaipur, appropriately named the City of Sunrise. Jaipur, Mysore, Gwalier and various other places visited by the Prince are all put before us by delicate touches. The only fault one has to find is that he has invested each place with perhaps a little too much glamour, but the fault is on the right side. Happily Mr. Prevost Battersby is not content with this aspect of India alone. His book is chiefly valuable not so much for its wealth of description as for the remarks scattered everywhere through the book of a nature that "*donne furieusement à penser.*" India, which has been moulded into a national whole by English institutions and the

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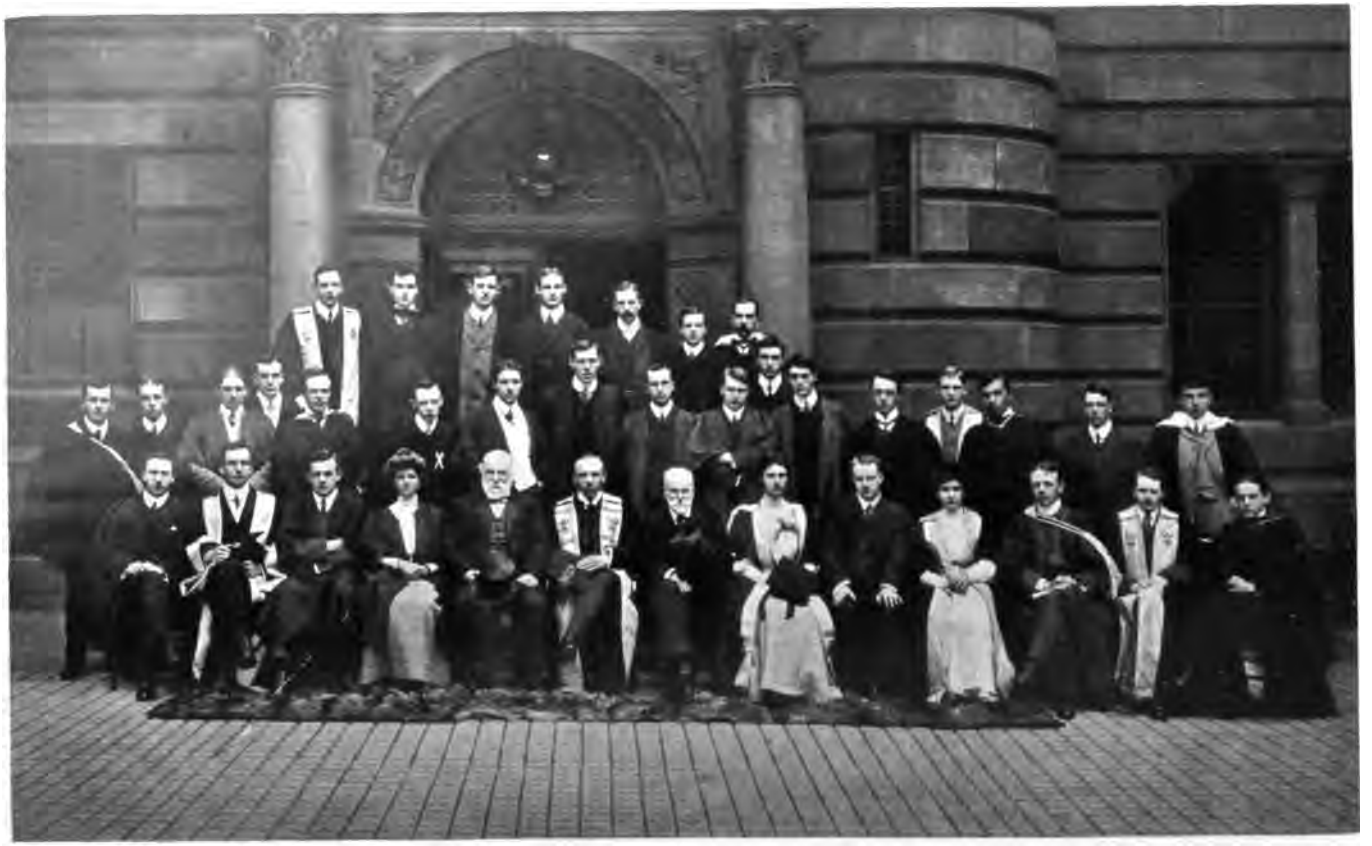

THE BRITISH UNIVERSITIES STUDENTS' CONGRESS.

The University Review

NO. 17. VOL. III. SEPTEMBER, 1906.

Patriotism in the Universities.

"Recognising that it is the duty of every able-bodied man to be prepared to defend his country, let us ask how can university men contribute to this end? By becoming Volunteers, it may be answered. True; but could not some arrangement be made whereby service would be made compatible with academic work? . . . . Could we not form the habit of devoting one of our university years to shooting and drill? Is it not fitting that the brains of the nation should set the example to the rest? Would it not be possible to create the feeling that not to have learned to defend one's country is 'bad form'? That to have taken a degree without having done one's duty is unworthy of our manhood."—Sir WILLIAM RAMSAY, K.C.B., F.R.S., in the "University Review," April, 1906.

The following are among the further contributions to the discussion on Sir William Ramsay's article which have been received :—

PROFESSOR RONALD ROSS, D.Sc., F.R.S., C.B., Professor of Tropical Medicine, University of Liverpool, (Major, Indian Medical Service, retired):—

Those who have hitherto contributed to this discussion have been, I think, freely in accord with the proposition that military training should be in some way or other more generally given in the Universities; but in the August number of this *Review* two voices are raised against it on the ground that is is opposed to the doctrine of universal peace and disarmament, which they maintain is happily beginning to gain the world's acceptance. The point is really vital to the debate, and the following simple proof of the impractical and visionary nature of the latter doctrine may therefore be useful.

The hypothesis in question is this, that general disarmament must lead to general peace, because the nations will be deprived of the weapons and organization by which they make war on one another. But in the first place, in order to ensure peace, the disarmament must be both general and simultaneous. If a single nation remains outside the contract it will obviously be able to dominate, to terrorise, and perhaps to subjugate its neighbours; and if all the other nations are disarmed, what power will compel the refractory one to enter the pale? Of course if only a minority of the nations, let us say the most enlightened and virtuous ones, such as Britain, disarm themselves in the interests of humanity, they will be subject to spoliation by their less magnanimous friends. But even if, following upon a resolution of that great World's Peace Congress which enthusiasts dream about, all the nations were to agree to disarm generally and simultaneously, what power would exist to prevent the surreptitious avoidance of the engagement by one or two unscrupulous peoples? Lastly, even if disarmament were to be thoroughly and conscientiously performed by all the peoples of the earth—if we were to melt our cannons, burn our rifles, sink our battle-ships, and break our swords, scimitars, lances and assegais,—what power could deprive us of sticks, stones, and, in the last resort, our bare fists?

For examples, if Britain, France, Italy and America were to disarm to-morrow, how would they propose to avoid subjugation by any other nation, let us say Germany, which might persist in rejecting disarmament? Or suppose that all the Christian Powers divest themselves of their "militarism," a few years hence, in accordance with the desire which Mr. H. S. Perris attributes (page 397) to that supreme body the "democracy of England," how would they avoid spoliation and conquest, let us say, by the Mahommedans? Is there anyone, even an English democrat, so ignorant of the world as to suppose that the Turks, Arabs and Afghans would turn their swords and spears into agricultural implements because the Christians suggest it? On the contrary within a year or two of the Christian disarmament they would sweep Europe with fire and massacre as they swept it in the dark ages before their ravages were checked, not by the superior personal prowess of the Christian but by his superior science—his weapons, his strategy, his "militarism" in fact. Of course, when the moment of Christian disarmament

arrives, then Europe will at once be driven out of Asia and Africa; and those parts of the world which are now progressing under her armed rule will again be given up to the dominion of the feudal chief and the savage. The only result of universal disarmament would not be universal peace, but universal war.

But, it may be said, why should not the consentient nations, while reducing such of their armaments as are required for internecine war, institute a kind of international police for the purpose of coercing refractory peoples? In the first place this itself would be an act of tyranny which the latter nations would probably object to; and in the second place the numbers of the international police would have to be sufficient to overawe, not only all the barbarous and semi-barbarous peoples, but even one or more of the others which might just conceivably rebel suddenly against the more virtuous majority. For example how many trained international soldiers would be required to coerce let us say Turkey and Germany together? Shall we say ten millions? But the maintenance of such a force would itself require militarism of precisely the same kind as exists at present. Might we not also expect certain little bickerings between the various national contingents of this enormous international army? In fact the only feasible solution would lie in the dominance by conquest of a single Power or group of Powers, obtained and maintained by force. We can picture to ourselves the rise (and also the fall) of this second Roman Empire!

Such are some of the practical difficulties in the way of universal disarmament. To me they seem to be insuperable. But perhaps Mr. J. W. Graham and Mr. H. S. Perris will be able to show us in detail how they may be overcome. How for instance, will the disarmed Christian nations repress possible attacks from the Mahommedans, whose religion commands them to convert the infidel by force? To ourselves, secure in our insular position and our virtues, the danger may not appear an imminent one; but I conceive that the inhabitants of Austria and the Balkan States have wives and children, even though they may not be so magnanimous as we are.

But the advocates of disarmament have to show that it is immediately as well as ultimately possible. Otherwise it will not affect us of the present day, who have to make the best arrangements we can for our own security. Among these is

There is a party, represented in this discussion, who take what seems to them a high moral standard, and would abolish all military elements from national existence. Apart from the fact that these very moralists are the men who urge on their governments to provocative measures when what they think moral issues are at stake, and whose Cromwellian diplomacy is infinitely more dangerous to peace (I do not say unjustifiably) than the conventionalism of ordinary men, we, the other side, accept their statements as views, existing and to be opposed. On this point argument is unnecessary. We appreciate the statements of the other side and disagree. We think we represent common sense and are not at heart unchristian; we think we have, and always will have, the majority, and so the problem passes out of sight.

The question of military expediency is more difficult; for many question the real use of the Volunteer force. But all agree that Britain is at present inadequately defended by land—at least in view of a possible drafting of our regular forces to India or some other exterior point of danger. There must always be need of some defensive force supplementary to the regular army, and some of us think that Mr. Haldane will find use for the services of men who hate the thought that a crisis may come in which England will be found crippled through lack of military reserves.

The real centre of argument is this: given the moral justification of volunteering; given the fact that there will always be a place for a reserve of partially-trained men, ready for home defence, what use are we to make of the thousands of students scattered through our different colleges? Are the present means of organising student volunteer zeal adequate to the situation? My answer will be that of a Scotsman, and of a Scotsman connected with a very practical University in a very commercial city. The existing facts are these. Glasgow University has, each session, some 1700 male students, medical, scientific, and arts, who will form the coming generation of doctors, teachers, ministers, engineers and lawyers. Most of her students are only moderately well-off, some very poor; all of these men must, from sheer necessity work fairly hard; they are at college for quite concrete utilitarian purposes, and the University accepting the situation, gives them comparatively little leisure except in vacations, which are not always vacations to the poorer Glasgow man. As far as I can judge, these men are not unpatriotic, take some part in

politics, and, being Scotsmen, are keenly interested in all speculative matters. I think that, provided their future is not in practical directions unhopeful, they can be trusted to do their duty.

Now, if we are to claim that some form of fairly general military service is an essential for the country, obviously young men must take their part—the leading one in the scheme. And what is the part of the average, hard-working, not too wealthy, Glasgow man? At present Glasgow supports a University company in the First Lanarkshire Rifle Volunteers; at least, three years ago the University was made to recognise that a company nominally University ought to contain same University men. Since then, sheer hard work in recruiting has raised our numbers to eighty, and two years hence I fancy we shall have over a hundred. In addition there is a R.A.M.C. company where again the University title has failed to draw sufficient college recruits; there are a few stragglers who find it convenient to join other corps and, although these may hardly count as University volunteers, many of the west country officers have passed through the University. As a University we have failed to do our duty because hard work and, in cases, poverty have been reinforced by a very strongly utilitarian temper which neglects all that does not bear directly on a man's future career.

From the Glasgow standpoint, then, University volunteering presents certain great difficulties; but despair would be foolish. The point of real importance is to put aside any scheme which makes more than a quite definitely limited demand for time from the student (except in summer), and to emphasise the need for adaptation of existing volunteer regulations to suit University hours and methods of work. I am not, therefore, in favour of an elaborate college scheme, for I do not think that we in Glasgow are prepared to face its demands. What we want is, in the words of the Cambridge contributor to this discussion, "modification of existing regulations."

1. The first essential must be suitable arrangements for shooting, ordinary drills and recruiting. It is improbable that the existing inclusion of University companies in local corps will be abolished; but commanding officers must be ready to give a perfectly free hand to University officers in all matters of routine arrangement. So long as efficiency is

secured there must be no attempt to bind down such companies to the ordinary civic arrangements.

2. But, far more important than such external concessions, must be modifications in view of what one may call the University temper. Here Captain Geddes is enlightening. I cannot accept his scheme as possible for Glasgow, nor do I, much as I admire his methods and his magnificent company, agree with all his general principles. But there can be no doubt that, for better and worse, our men differ from ordinary volunteers. They have little sense of business responsibility, nor can they endure with sufficient patience the drag of mere routine; and, with football, cricket and golf at hand, they will never in large numbers take to shooting as a sport. But where head work or imagination is demanded they are unequalled. Nothing impressed me more than the behaviour of our student volunteers on their 1906 May march. Under conditions far more trying, and with demands on individual resource threefold more than ever occur in ordinary regimental work, they behaved with steadiness and cheerfulness, not easily equalled among volunteers, and the N.C.O.'s, with hardly an exception, stood tests which might have tried experienced officers. This is the temper from which the authorities must make their calculations; this must be the predominant factor in any re-arrangement or development of University volunteering. I have no doubt that, because of this, the 'Varsity companies will always furnish a large number of officers for other corps, and that, although to me Captain Geddes' plan seems impossible, he has done good service in emphasizing one real function of a college company. But I should prefer to limit my expectations merely to the general modification of our regulations to meet the requirements of college temper, and college hours, and methods of work. I would not break the connexion of the Scottish college companies with their local corps, but there is need for reconsideration of the terms of connexion. There ought to be a second contact—that of each University unit with those of the other Universities. The admirable May march, organized by Edinburgh, should be made a medium for the union of our separate companies; and to this the separate colleges should give pecuniary assistance, and the regimental authorities should sanction it as a period of regular training. For the rest, C.O.'s should give their University captains discretion in detail, of which I have spoken above, so that the particular

form of drill, the hours of assembly, and the organising of shooting, etc., may be suited to University conditions. Only by what may at times seem a rash liberality will Scottish volunteer regiments encourage University service. Originality is required; and I do not think efficiency will suffer. All this may seem tame and hum-drum. But I honestly believe that, if we University officers have a sufficiently free hand given us, and periodic meetings at which the whole University strength in Scotland may be represented, the rest must depend on hard, steady recruiting among the students, trusting, not to any compulsory system, but to our own capacity for persuasion and organisation, and to the patriotism (which as Captain Geddes says, need not be too gushingly appealed to) of the men. If, in addition our University authorities give some official recognition to the company and some pecuniary assistance, I cannot think that any further organisation need be provided. Indeed, it is not advisable. If unselfish labour on the part of officers from the college staffs, and a sense of the fitness of volunteering among the men cannot create college units, I do not believe that compulsion would improve the situation one jot.

This discussion will be continued in our next number. The Editor will be glad to receive expressions of opinion from all who are interested in the subject.

A Grand Old Man of the Eighteenth Century.

BY

V. V. BRANFORD, M.A.

ONE of the most representative Scotsmen of the eighteenth century was Henry Home, Lord Kames. Born in 1696, and living till 1782, he was associated with most of the stirring movements of life and activity which followed the long period of torpor in intellectual and material production concurrent with the religious ferment of the seventeenth century. To his later contemporaries, Lord Kames was the Grand Old Man of his times. Adam Smith, when at the height of his fame, pointed to the imposing array of Scotsmen who at that time had achieved high, in some cases European, eminence, and remarked, "we must everyone of us acknowledge Kames for our master." Kames' system of philosophy had some points of contact with Hume's, but in many essentials they diverged. This, however, did not prevent the younger man (Hume was fifteen years younger than Kames) from looking up to the older as a source of inspiration. When Hume took up his residence in London to forward the issue of his books, he keenly felt his philosophical isolation. Immured in a public coffee house, he heard with joy of a rumour that Kames was coming to London on a visit, and wrote beseeching his Edinburgh friend to "pass some philosophical evenings with me, and either correct my judgment where you differ from me, or confirm it where we agree." Always busied more with the advancement of his friends' interests than

his own, Kames had previously done his best, by correspondence with various metropolitan notabilities, to gain Hume a hearing in London; but without great success. Oswald, of Dunikeir, one of the Scottish members of Parliament, respectfully replied to Kames in a strain which philosophers have never failed to adopt towards the London world of rank and fashion: "You cannot imagine what a difficult matter it is here at present to fix any man's attention but for a moment upon any abstract subject. Such is the general indolence of mind, that one flashy, lively thing, whether in thought or expression though in the midst of trash, is more eagerly swallowed than the most elegant piece of reasoning."

On another occasion Kames endeavoured to get Hume elected to the chair of Moral Philosophy in Edinburgh University, but the patrons preferred a respectable and obscure gentleman, James Balfour, by name. What Blackie said on his election to the Greek Chair over his opponent, Veitch—"Veitch has got the Greek and I have got the Chair"—might have been applied to the case of Hume and Balfour, and to not a few others, for Edinburgh University has a reputation for electing the second best candidate.

It is, of course, as a great jurist that Lord Kames is chiefly remembered. It was apparently an accident that first directed him to the Bar. Apprenticed to a solicitor, he had been intended for the lower branch of the legal profession. One day he was sent with a message to Sir Hew Dalrymple, then President of the Court of Session, who, it is curious to note, lived in a suburban villa at the end of Bristo Street, a district now one of the central slums of Edinburgh. Sir Hew had a beautiful daughter. The young messenger was shown into a room where she was playing the harpsichord. His imagination was fired, and in the heat of a momentary ambition he registered with himself a vow to abandon the career his parents had ordained for him, and devote himself to following in the

footsteps of the father of the lovely girl at the harpsichord. In the course of time the fates promoted Henry Home to the Bench, and gave him the title and dignity of Lord Kames. The drama, however, was not artistically rounded off by a marriage with the heroine. Sentimentalists will, perhaps, associate this lapse of fortune with the fact that Kames did not marry at all till he was forty-five years of age—by which time we may reasonably suppose Miss Dalrymple to have become a grandmother. Though not marrying till well into middle age he enjoyed a married life happier and longer than is given to most men. At his death he was within nine years of celebrating his golden wedding. A minor calamity which threatened at the outset to mar his domestic life was averted by one of those ingenious and happy expedients by which Lord Kames invariably surmounted every emergency. His wife soon after their marriage developed a mania for buying old china. The family finances were in danger of becoming strained. Lord Kames thereupon drew up a will in which he formally and solemnly bequeathed to his wife all the china that happened at his death to be whole and intact, free from flaw and blemish. This, the last will and testament of her husband, he then deposited in such a place that his wife would inevitably discover it, by accident, as it were. She did discover it, read it, was duly impressed, and without saying a word ceased to frequent those shops that had been a snare to her.

When about thirty-four years of age Kames, then plain Mr. Henry Home, a budding barrister, published his first legal book—a series of essays dealing for the most part with the historical and philosophical basis of law. When eighty-four, and still an active judge in the full performance of public duties, he published his last book on Law—a voluminous treatise reviewing, on the ground of first principles, 264 decisions given by the Court of Session during his own tenure of office. In the

fifty years between the issue of these two publications he was unceasing in his endeavours to advance both the theory and the practice of law in Scotland—and this altogether outside his private work as a practising barrister, or his public functions as a member of the Supreme Court of Judicature. He projected and did not a little towards the realization of schemes for the codification of the common law, for the systematization of municipal law, and for the elaboration of a science of equity. But the legal studies that lay nearest his heart were the history and, above all, the philosophy of law. One of his critics has remarked, that it is as impossible to harmoniously compound Scotch law and metaphysics, as to make an agreeable sauce out of wormwood and aloes. There is doubtless a measure of truth in the criticism. Kames' metaphysical bias often led him curiously astray, as when he traced the origin of primogeniture to the tendency of things to move in a straight line. But, notwithstanding his overwhelming philosophical tendency, he fully grasped the importance of the historic method in legal research. In this respect, Kames is to be adjudged one of the chief pioneers of that inductive science of law which has grown up in the present century, as a special branch of the general doctrine of evolution, in its application to the growth of custom and its development into law. A very striking product of legal research may perhaps be indirectly traced to Kames. His most notable legal disciple was a young Edinburgh advocate, John Millar, who, on the joint recommendation of Lord Kames and Adam Smith, was, when only twenty-six years of age, appointed to the chair of Civil Law in Glasgow University. Carrying out logically and systematically the method of his master, Millar arrived at the conclusion that there must have been a time in the history of law when woman, and not man, was the ruling member of society. This luminous idea lay dormant and forgotten for nearly a century. The reaction following the French Revolution

quenched the ardour for investigating origins, and put back the study of historic research a couple of generations. The relapse was particularly unfortunate for Scotland, because there was then growing up a Scottish school of inductive history and economics which vied with the French school for European pre-eminence. To the stimulus of Kames, this Scottish school owed much, but its roots sprang out of many deep and subtle factors. But to return to Millar's theory of woman-rule. About thirty years ago, Bachofen independently promulgated a similar theory, and it was rapidly seized upon and elaborated by many students of social science, and has been sometimes paraded as one of the great discoveries of the nineteenth century. In the hands of McLennan and others, this theory of Matriarchy, as it is called, certainly has gone far to revolutionise sociological conceptions.

One of the secrets of Lord Kames' persistent vigour, at a period of life when old age usually passes into senile decay, lay in his devotion to out-of-door work. During a portion of the year he was wont to retire to his farm, and there divide his time between intellectual and manual labour. It was his custom to superintend in person the operations of his farm servants, and to spend every day some hours with them in the fields, in directing and even in aiding their labours. One day a neighbour who came to dine at Kames—his Berwickshire estate—found him in the fields, hard at work assisting his men to clear the stones from a new enclosure. It was after his promotion to the rank of Judge. The visitor attended him for some time, with labouring steps and inward impatience, till summoned by the bell to dinner. "Well, my lord," he said, "you have truly wrought for your meal, and pray let me ask how much you think you will gain by your labour at the end of the year?" "Why, really, my good sir," replied the other, "I never did calculate the value of my labour, but one thing I will venture

to assert, that no man who is capable of asking that question will ever deserve the name of farmer."

It was a fortunate thing for his country that a mind so active and powerful as his, should be turned to the problems of rural life, for Scotland was, at the beginning of the eighteenth century, one of the most backward countries in Europe in regard to farming. The woeful picture of the state of the country, drawn by Fletcher of Saltoun, is well known. Nearly one quarter of the total population of Scotland, he says, consisted of mendicants, vagrants and thieves, many thousands of whom died yearly from absolute want. Fletcher was so pessimistic about it, that he could see no way out of national ruin except by the systematic establishment of slavery. But those who took a wider survey saw that a practical remedy nearer to hand might be found in the introduction of those improved methods of cultivation which had been first practiced by the Dutch, and had then in the course of a century or so slowly made their way into England. Lord Kames was amongst the few Scottish landlords who themselves set their tenants the example of the new methods of farming which comprised the inclosing, the draining and the artificial manuring of lands, and the replacement of the old fallows by a system of crop rotation. The result of his life-long experiments in scientific agriculture, he gave to the world in a book published in his eightieth year. It bore the title of "The Gentleman Farmer," but the irrepressible philosopher showed himself in the subtitle, which declared the book to be "an attempt to improve agriculture by subjecting it to rational principles." Besides including the experience of the author as an experimental farmer the book also aimed at being a compendium of the scientific agriculture of the time, and, though compiled by an octogenarian, it is said to have been the most useful book of its kind which had appeared up to the time of its publication. It was chiefly due to the initiative of Kames that the invaluable survey of Scotland,

by Andrew Wight of Ormiston, was made. The results of that investigation, published in six volumes between 1778 and 1784, along with the publications and the labours of Robert Maxwell and of Sir John Sinclair, have powerfully aided in the stimulation of that spirit of progressive farming which has now raised Scotland to the foremost agricultural place in Europe. Another national undertaking in which Lord Kames took a leading part was in the scheme for a Forth and Clyde canal, the making of which was begun in 1768.

In town Lord Kames by no means led the life of a student and a recluse, as the constant succession of his writings might lead one to suppose. His judicial duties were got through in the morning, as the Court of Session at that time rose at mid-day. This practice may have been connected with the contemporary custom of early dining, for post-prandial justice in those days of hard drinking might have been too literally blind. His afternoons were very often engrossed by other public duties, for he was a leading member of many official boards and administrative corporations. When free, his afternoons were given to private study, and his evenings to social gaiety. It is sad to relate that the serene and good-humoured judge, the metaphysical speculator, the sturdy farmer, the philosophical jurist, not unfrequently lost his temper over a hand at whist—a game of which he seems to have been inordinately fond. An active part he also took in the sporadic publications (partly magazines, partly "transactions," as they would be called now), and the clubs and societies, which afforded an outlet for the intense intellectual and social activities which so profoundly differentiate the eighteenth century society of the Scottish capital from its present-day inertia. The most famous of the debating societies was one founded by Allan Ramsay, junior, and called "the Select Club." The chief members, in addition to Kames, were Sir Gilbert Elliot, Lord Loughborough, Lord Alemoor, Lord Elibank, Dr.

Robertson, Monro, senior, Lord Monboddo, Lord Harles and Fergusson. David Hume and Adam Smith were also members, but the historian of the Club declares that neither of them ever once opened his lips. Hume, however, could be lively enough when the meetings were over, witness his account of the Society's doings written to Ramsay in Rome: "It has grown to be a natural concern. Young and old, noble and ignoble, witty and dull, laity and clergy, all the world are ambitious of a place amongst us, and on each occasion we are so much solicited by candidates as if we were to choose a member of Parliament. In short, the House of Commons was less the object of general curiosity in London than the Select Society in Edinburgh. 'The Robin Hood,' 'The Devil,' and all other speaking societies are ignoble in comparison." Of the societies that developed a more practical side, the foremost was the Philosophical. It is characteristic of the many-sidedness of Lord Kames that the contributions he made to the Philosophical Society in a single year, included papers on "The Laws of Motion," "The Advantage of Shallow Ploughing," and on "Evaporation." The Philosophical afterwards grew into the Royal Society, though the present body of that name is but a truncated institution in comparison with the ambitious scheme projected by the founders, who had the idea of raising an organisation similar to the French Institute designed by Colbert. That the Philosophical Society grew into a more practical and lasting institution than the other clubs was partly due to the energy of Colin Maclaurin, the brilliant mathematician, whose meteoric career is a striking feature of the eighteenth century Edinburgh. At sixteen he invented a new kind of geometry, at nineteen he was elected professor of mathematics at Aberdeen University, and at forty-eight he died, in the very act of dictating to an amanuensis the last sentence of a work giving a mathematical demonstration of the existence of God.

Kames's last literary production was a book called "Loose Hints on Education," which he published in the eighty-sixth year of his age. Like many self-taught men he had pronounced views on methods of education. Some of these opinions obtained utterance in a work published twenty years before the "Loose Hints," and entitled "Introduction to the Art of Thinking," wherein he propounded the notion that children ought to have their powers of reflection cultivated before they are taught to read and write. Montaigne, it will be remembered, held somewhat similar views, maintaining that the elements of philosophy may be mastered more easily than one of Boccaccio's stories. A similar idea is favoured by many educational reformers to-day, though they would apply it in a manner very different from Kames, who proposed to cram the child's memory with aphorisms. Here are two or three of his own examples selected from a great number given in the "Art of Thinking:" Generally we speak ill of others rather out of vanity than malice; the good humour of some is owing to an inexhaustible fund of self-conceit; in the first passion women have commonly an affection for the lovers, afterwards they love for the pleasure of loving. Of the many pithy sayings that came from Lord Kames's lips one of the neatest was prompted by the girl who became the wife of his only son. He had known her from infancy, and summarised his experience of her character in the remark, "She never spoke when she ought to have kept silence, and she never kept silence when she ought to have spoken"—but, perhaps, like most of the good things in this world, this is not altogether original.

Kames was self-taught in the sense that it was his own native force by which he mastered the many subjects in which he became an expert. He had no university training either in Scotland or on the continent, where most law students were obliged to go, for there was practically no faculty of law in the Scottish universities,

even as late as the beginning of the eighteenth century. The private tutor who instructed Kames as a boy seems to have been a very second-rate sort of dominie, who merited and gained little more than the contempt of his pupil. Though the kindliest of men, Kames handled his old tutor somewhat severely on the one occasion when they came into contact in after life. The tutor had invested his savings in the purchase of a small parcel of land, and being anxious to guard against any defects or insufficiency of his title deeds, he repaired for advice to his former pupil, who was at that time in the height of his reputation as a lawyer. Kames, after examining the parchments and turning them over again and again, turned to his old tutor and said with great anxiety of countenance, "Pray, sir, is your bargain fully concluded?" "Not only so," said the tutor, "but the price is paid." "Good Heavens," said the lawyer, "how unlucky is this;" and here, with infinite ingenuity, he began to point out numberless flaws which would lead to endless litigation, till at length perceiving the sweat distilling in large drops from the brows of the pedagogue, "Mr. Wingate," said he, "you may remember, how you made me smart in days of yore for very small offences. Now I think our accounts are cleared. Take up your parchments and go home with an easy mind, your titles are excellent."

The higher education felt the reforming hand of Lord Kames. The chair of English literature, which was established in Edinburgh in 1762, was really a transference to the University of an extra-mural lectureship which Lord Kames' influence had originated fourteen years before. Adam Smith was the first to deliver these extra-mural lectures, and relinquished the post on his appointment to a chair in Glasgow. It was partly through Kames that, later on, Adam Smith was afforded an opportunity of going abroad and making the acquaintance of the great French economists. This necessitated Smith's resignation of his Glasgow chair in the middle of

a session. He arranged for a substitute to finish the course of lectures, but a hypercritic conscience made him fear he was doing an injury to his students, with the result that there took place one of the strangest scenes ever witnessed in a university classroom. At the close of his last lecture, Adam Smith drew from his pocket the several fees of his students wrapped up in separate paper parcels, and calling up each man by his name, he delivered to the first who was called the money into his hand. The student peremptorily refused to accept it, declaring that the instruction and pleasure he had already received were much more than he either had repaid, or ever could compensate ; and a general cry was heard from everyone in the room to the same effect. But the professor was equally persistent, and protested that this was solely a matter between him and his own mind. At length, he stoutly proclaimed, "You must not refuse me this satisfaction ; nay, by Heavens, gentlemen, you shall not," and seizing by the coat the youth who stood next him, he thrust the little paper parcel into his pocket and then pushed him away. He got his own way with them all and made everyone take back his fee. This story ought to be set against the statement of the French writer who implies venality to Adam Smith, by hinting that he was willing to suppress the "Wealth of Nations" before its publication, if he could have got a berth in the East India Company's service.

His biographer, Lord Woodhouselee, declares that in the numberless controversies in which Kames was throughout his life engaged, he never on any occasion gave way to the slightest sarcasm or personality, and that there is not to be found in the whole of his voluminous writings a single sentence which breathes a spirit of acrimony. This total absence of anything approaching rancour (always excepting the small explosions at whist) which might in others be ascribed to a phlegmatic temperament must in the case of Kames be

put down to the omnipotent control of a warm heart. His most magistral work—and the one to which he is believed to have secretly pinned his hopes of immortality—was his "Sketches of the History of Man" (and as a fact it did anticipate not a few of the results of modern anthropological research). It was mercilessly criticised and pulled to pieces bit by bit by an anonymous writer of obviously extensive learning and with a remarkably trenchant pen. Kames made great endeavours to discover the author of the learned and ingenious criticism, and at last discovered that it was one David Doig, the master of Stirling Grammar School. "What," said Lord Kames to his informant, "a genius of this kind, within a few miles of my house, and I never to have heard of him! and a fine fellow, too; he tells his mind roundly and plainly; I love him for that! I respect him the more. You must make us acquainted. I will write him a card, and to-morrow, if you please, you shall bring him to dine with me." A meeting was accordingly arranged. The author and his critic fought a drawn battle over their port, then shook hands and remained fast friends for the rest of their lives.

The sneering sarcasms of Voltaire, Lord Kames did not deign to notice. Voltaire was mightily offended by Kames' book on the principles of criticism, for therein the "Henriade" was dissected as a specimen of what an epic ought not to be. Voltaire revenged himself by never losing an opportunity of having a fling at the Scottish judge, whom he indifferently styled "that Mr. Home," or "Mr. John Home," (his name was Henry), or "Lord Mackames," a title which Voltaire apparently thought was a Scotticism for Justice of the Peace. When personalities failed to draw the Scotsman, Voltaire tried a shot at his patriotism. "It is," he wrote, with what was intended to be withering sarcasm, "an admirable effect of the progress of the human spirit, when to-day there comes to us from Scotland rules of taste in all the arts from the

epic poem to gardening. The human spirit extends itself every day, and we must not despair of our receiving poems and rhetoric from the Isles of the Orcades." This thrust was no more effective than the previous attacks. The Scotsman received them all alike, with unruffled equanimity. The allusion to gardening was in reference to Kames' criticism of the grounds at Versailles, the trim artificiality of which he condemned as a mere summer show and fine weather parade. "In a cold country," he wrote, "the capital object should be a winter garden, open to the sun, sheltered from the wind, dry under foot, and having the appearance of summer by a variety of evergreens. The relish of a country life is extinguished in France and is decaying fast in Britain—during summer every field is a garden; but for six months of the year the weather is seldom so good as to afford comfort in the open air without shelter, and yet seldom so bad as not to afford comfort with shelter."

Lord Kames retained his powers of mind and body almost unimpaired to the very last. He continued to sit upon the bench up to within eight days of his death. His friends tried to persuade him to forego the autumn circuit in 1781, but he waived their entreaties with the remark, "It is very possible that this journey may shorten my life a little span, but what then? Have I not lived long enough?" He persisted in saying he had no disease, that there was nothing the matter with him but old age. He died in the winter of 1782, in the eighty-seventh year of his age. In appraising his great literary productivity (he produced about a score of works, many being in several volumes), one has to bear in mind that in addition to his judgeship, he filled multifarious public offices, some of which entailed onerous responsibilities, as, for instance, a seat on the board which administered the Highland estates forfeited by the rebel lairds in 1745. The lobby of his house is described as sometimes presenting the appearance of a Prime Minister's ante-room, when thronged with a crowd of aspirants and place hunters.

When the world was younger than it is to-day, it was a general custom to rise early in the morning—not only for working men, but also for exalted personages, who, doubtless, often evaded the custom. St. Simon, the father of modern socialism, in giving orders to his valet to call him at five o'clock every morning, was doing little more than following the fashion of his day, though he was eminently original when he added the instruction to his valet to shout in his ear, "Get up, sir, get up, you have great things to do in the world." Kames was amongst the early risers. He used to get up between five and six in summer and two hours before daybreak in winter. It was probably in the quiet hours of the early morning that he did most of the preparation for his literary labours. Sir Gilbert Elliot once came to him to complain that he understood very little of some particular subject of political economy, and expressed an earnest wish for information: "Shall I tell you, my friend," said Kames, "how you will come to understand it? Go and write a book upon it." It seems to have been too much his own practice to get up a subject by writing a book on it, but that can only be accounted one of the reasons why much of his work appears to us to bear the stamp of immaturity. Many of the topics on which he wrote, were matters of deep complexity very little studied in his day, and when he attacked old standing problems he usually endeavoured to approach them, not from the mediæval or even from the popular eighteenth century point of view, but rather from the nineteenth century standpoint and by the evolutionary and historic method. The man who is only generations ahead of the thought of his time, is apt to be regarded by posterity as belonging to a wholly different order of being from the man who is centuries ahead. The one is put on a pedestal and extolled as a world genius who transcended all considerations of time and progress, The other runs the risk of being put aside in a class with bores and precocious children, and then forgotten. The latter has been the fate of Lord Kames. V. V. BRANFORD.

Education in the Ancient East.[1]

BY

THE REV. A. H. SAYCE D.D., LL.D.,
Professor of Assyriology in the University of Oxford.

GEOFFREY of Monmouth, in his veracious "Histories of the Kings of Britain," tells us that Brutus, the great-grandson of Æneas, sailing with his followers from Greece, came to a desert island on which were a shrine and image of Diana. Here, after pouring out a libation of wine, he fell asleep in front of the altar of the goddess, and in "the third hour of the night, wherein are mortals visited by the sweetest sleep," he dreamed that Diana herself stood before him to bid him seek

> "An island . . past the realms of Gaul, . . . guarded by ocean,
> Where by his sons again should Troy be builded."

The belief that Britain was colonised by the fugitives from the Trojan war, like the Romans whose origin had been celebrated by Vergil, laid firm hold of the imagination of mediæval Britain, and became a fixed article of British belief down to the time when it was still defended by Milton in his "History of England." Confirmation of it was found in Geoffrey's ingenious etymology of the name of the Trinobantes—the tribe in whose territory the future London was founded; the name was simply Troy Novant, "New Troy." The etymology carried conviction to the mind of the middle ages; it is parallel to those which appear in the pages of the "Golden

1. An address delivered at the University College of North Wales, Bangor, at the closing Ceremony of the Session 1906-7.

Legend," and while it flattered the pride of the Welsh, it also fell in with the general trend of what I may call their historical instincts. The old tradition of Roman rule in Britain, the fact that British princes had claimed to be the successors of the Roman emperors, and that the Latin language had once been spoken in the country, made the Welsh and the Norman-Welsh scholars ready to accept a story which traced their lineage to the same oriental ancestors as the Romans themselves. That these ancestors should have come from the most famous city of the oriental world, more famous than Jerusalem, or "Babylon the Great," doubtless closed the lips of the most inveterate sceptic. Moreover, the Church also taught that mankind had been created in the East.

The instinct which led the Keltic peoples—I use the name "Keltic" in its popular and not its anthropological sense—to look towards the East for the origin for their race was a true one. The British islands are the western outpost of Europe, planted on the verge of an ocean that once seemed to encircle the world. Emigrants and fugitives alike found in them the final bourn of their wanderings; and though there might be individual saints and sailors who dreamed of islands of the blest lying somewhere beyond the limits of the sunset, the mass of the population were content to remain on the fertile and well-watered shores on which their forefathers had settled. The British islands became the refuge and home of race after race which choice or necessity had led from the Continent of Europe; long-skulled and round-skulled, swarth and blond, neolithic hunter and bronze-using agriculturists, all congregated in them, and by mixture and intermarriage came at last to form the people whom we term British.

All alike came from the Continent of Europe, all alike came from the south-east. But the roads by which they came were various, and the earliest homes to which we can trace them were various also. Some of the

emigrants were descendants of the palæolithic races of western Europe and of Great Britain itself before it was severed from the Continent; others of them, like the bringers of the bronze culture, have been followed back to the eastern bank of the Rhine. The so-called red Kelt, with his blonde skin, his blue eyes and reddish-yellow hair, finds his kinfolk among the Kabyls and Berbers of northern Africa, and portraits of the latter are painted on the walls of Egyptian monuments of the eighteenth dynasty more than fifteen centuries before our era. As the Amorites of Palestine are represented by the Egyptian artists with similar physical characteristics it has been proposed to see in them also a branch of the Kelto-Libyan stock. And so the modern ethnologist comes back in his theories to the same region of the globe as that in which the mediæval historians of Britain placed the cradle of the British race. Was I not right in saying that their instinct was a true one? Keltic Britain looks indeed towards the West, but its roots lie far back in the hazy dawn of history at the gateways of the rising sun.

The Welshmen of the past have been distinguished by certain mental characteristics which have marked them sharply off from their Anglo-Saxon fellow-countrymen. They have been characterised by a love for the past, by the possession of historical imagination, and by a keen curiosity for knowledge, more especially in the matter of languages. Whether these characteristics still belong to them, I do not know; I hope they do, for they are all characteristics which in this age of mechanics and money-making can but ill be dispensed with. To-day, at any rate, I shall assume that they are as powerful among the students of the University College of North Wales as they were among the students who, according to tradition, gathered round S. Illtyd at Llantwit, or flocked in the middle ages to the University of Oxford. And I shall make no apology for carrying you back to the ancient

East, to the earliest cradles of culture, the lands from which our own culture and civilisation are ultimately derived, and to which we owe a large part of our religious and philosophical ideas.

Thanks to the modern science of archaeology and to the decipherment of the lost scripts and languages of Egypt and Babylonia, which is itself but a branch of oriental archaeology, a dead and buried world has risen again into life, and we are beginning to be almost as well acquainted with the life and thoughts, the beliefs and customs, the literature and science, the law and the religion of the old Babylonians and Egyptians as we are with those of our own forefathers three or four centuries ago. As the photographic camera reveals the light of a star as it was when it set out on its travels through space some thousands of years ago, oriental archaeology is making the dead past as it were alive again, putting in our hands the very letters which were written by Amraphel of Shinar, the contemporary of Abraham, or the private correspondence of Canaanitish gentlemen who lived and died before the Israelites entered the country; bidding us examine the features of the great Pharaohs of Egyptian history as they lie before us still clothed in flesh; or setting us behind the scenes in a court-intrigue that happened four thousand years ago. And it was all so modern; civilised man has changed so little in thoughts, words and works during the lapse of centuries! There were workmen's strikes at Thebes in the age of the Exodus, and the granite blocks of the great Pyramid were cut with tubular drills like those re-invented when the Mont Cénis tunnel was in process of construction.

It is not, however, the modernness of the ancient oriental world of which I wish to speak. It is rather the high level of its literary culture, and the extent to which education was spread among the different classes of the population. The fact is one of the most startling that has been brought to light by recent research, and it

is also one from which perhaps we may draw some lessons for ourselves.

Greece and Rome were not the first homes of literary culture. They were but the heirs of a civilisation that had grown up ages before there were Greeks in Greece, or Romans in Rome. Art and literature had reached their bloom on the banks of the Nile in days which our grandfathers, and even our fathers, regarded as beyond the pale of history. The earliest sculpture of Egypt is its finest; the statues of the scribe Rahotep and his wife which belong to the period of the third dynasty still speak to us through features that seem to live. The figure of a seated scribe of the same epoch which is now in the Museum at Cairo is the very incarnation of intellectuality and lifelike intelligence; I know of no other statue in the world which conveys to me so real a conception of a living personality of the highest intellectual type. The famous statue of King Chephren of the fourth dynasty, carved out of a stone so hard that the stone-cutter of to-day would be reluctant to cut it into paving slabs, and more than life-size, represents the Pharaoh seated on his throne and overshadowed by the wings of the imperial hawk, with features that are clearly those of the man himself, and yet idealised so that they wear the divine calm of an omnipotent Deity. And side by side with the statue of the deified king stands the wooden statue of a well-to-do farmer of the same remote age, as he walks with sleek contentment over his fields, where the beeves are numerous and the corn loaded with ears. The statue of the village sheikh, as it is called, is the most striking specimen of realistic statuary which art has yet given us.

And along with this highly advanced art went an equally advanced literary culture. Not only a cursive hand, but an alphabet in the true sense of the word, had long since been evolved from the hieroglyphic writing, and books in plenty were written upon sheets of papyrus. The earliest that have survived to us are a treatise on morality,

written under one of the kings of the third dynasty, and the so-called "Proverbs of Ptah-hotep," a sort of proverbial philosophy in which the author jots down the moral and philosophical reflections that have been forced upon him in the course of a long life. Ptah-hotep already laments the good old times; things are not as they once were, the younger generation has degenerated and needs instruction and advice. The world, you will see, has not changed much in this respect, at least during the last five thousand years. Ptah-hotep's advice is very practical and sound; his morality is not, it is true, very profound, but it is marked by a vein of strong common sense. The young man who followed it would have been kind and considerate to others, truthful and honest in his dealings, but above all he would have been likely to get on in the world. Naturally where there were books there were also libraries, and mention is made of "a scribe of the House of Books." Religious and official documents probably formed a considerable part of the contents of one of these libraries, but we also hear of works on anatomy, architecture, mathematics, and astronomy.

As the centuries progressed, art in Egypt retrograded and stiffened into conventional forms. Education, however, continually advanced; books were multiplied, and colleges and libraries established. In the age of Joseph and still more of Moses the people of Egypt seem to have spent a large part of their time in writing and reading. Nearly everything was inscribed; even the commonest articles of everyday use had words written upon them. The very potters scratched letters upon the pots they made, though, curiously enough, the system of writing specially favoured by them was not the native script of Egypt, but linear characters similar to those which have been found by Dr. A. J. Evans in Krete. Go where we will in Upper Egypt the rocks are scrawled over with the names of the passers-by; boatmen, merchants, and officials all knew

how to read and write, and had the same desire as the tourist of to-day to hand down their names to posterity by defacing the rocks and monuments.

Nothing can show more plainly how widespread education must have been. The village sheikhs, the farmers and overseers were all required to be acquainted with the art of writing. There must have been schools all over the land, in which a system of writing was taught and learned to which our English and Welsh alphabet is mere child's play.

It is not surprising, therefore, that books were written and eagerly read on subjects of every kind. Amongst others, the historical novel had its origin in Egypt, and several examples of it have come down to us. Long before Homer, an Egyptian epic was composed of which Rameses II., the Pharaoh of the Oppression, was the hero, and we have more than one work on medicine, in which the various diseases of the body are catalogued, analysed, and described, and prescriptions given for their cure, the forms of which are the same as that of the doctors' prescriptions of to-day. In the time of the eighteenth dynasty we learn that the fashionable oculist to whom all who could afford it resorted was a Phœnician of Beyrût. Perhaps, however, the most striking proof of the extent to which literary culture had been carried is the fact that one of the pleasures of Paradise to which the pious Egyptian looked forward after death was that of reading books under a shady tree. Can there be more eloquent testimony either to his education or to his love of books?

Let us now pass from the western to the eastern extremity of the old civilised oriental world. There, in the alluvial plain of Babylonia, the land of Edin, or Eden, as it was called by its inhabitants, we find a people who were, even more emphatically than the Egyptians, a nation of scribes. From the most remote antiquity Babylonia was a land of books. The books were on clay, but, as the clay lay literally under the feet of everyone,

the fact only made it the easier to write or procure them. Every city of Babylonia had its library, where the clay-books were arranged on shelves, all numbered and catalogued, with librarians ready to hand to the reader any that he might require. By the side of the library stood the school, a very important institution in a country where the larger part of the population appears to have been able to read and write. Learning to read, however, was not such an easy matter as it is in our own country. The Babylonian script was more difficult even than that of the Egyptians. Like the Egyptian it had originally been a system of pictographs, but before the historical age began these had already passed into the running hand that we call cuneiform, in which all trace of primitive pictures was lost. This running hand, however, retained all the difficulties of the older pictographs with additional difficulties of its own. The characters were multitudinous, and each of them could not only be used ideographically to express various ideas, such as "going," "running," "foot," and the like, but had also various phonetic values like the English letter *g*, which represents both *g* and *j*, and in a word like *though* is not sounded at all. But instead of representing only two or three different phonetic values, the commoner cuneiform characters represent at least half a dozen.

The difficulties, however, that the Babylonian boy had to encounter did not end here. Babylonian civilisation, including the system of writing, was the creation of a people who were not Semites, but spoke an agglutinative form of language to which the Assyrians gave the name of Sumerian. This civilisation was adopted, adapted and improved upon by Semites who afterwards settled in Babylonia, and there mingled with the original inhabitants. The result of the mixture was the Semitic Babylonians of history, whose religion, culture, and language, were all alike mixed. The older literature of the country was in the extinct Sumerian, which long remained the language

of law and religion, the two conservative forces in a nation. Even the Semitic texts were filled with Sumerian words and phrases, which required a knowledge of Sumerian before they could be understood. Just as the English student in the middle ages, therefore, had to learn Latin, so the Babylonian was compelled to learn Sumerian. Almost as soon as he began to learn his alphabet he had to begin learning the dead language of Babylonia as well. And the knowledge he acquired of it was bound to be something very different from the knowledge of Latin with which the average school-boy of to-day is content. By the very nature of the system of writing he was taught, he was forced to know Sumerian almost as well as he knew his own Semitic tongue.

In spite of all this, education was very widely spread. The Babylonians were a nation of traders and shopkeepers, and a very considerable part of the records they have left us consist of commercial and legal documents. These not only needed a knowledge of reading and writing on the part of those who used them, but they had also to be signed by numerous witnesses. One consequence of this was that there was no official form of handwriting in Babylonia as there was in Assyria; the various hand-writings differed as much from one another as they do in modern Europe, and some of them were quite as bad as the worst script that passes through the modern post-office.

Indeed the modern post-office had its analogue in ancient Babylonia. As far back as the time of Sargon of Akkad and his son Naram-Sin, who founded the first Semitic empire in Western Asia about B.C. 3800, conquering Syria, Palestine and Elam, and extending Babylonian rule to the Sinaitic peninsula, a postal service had been established which regularly traversed the high roads of the empire. Some of the inscribed clay balls which took the place of our stamps may be seen in the Museum of the Louvre.

Some sixteen centuries later, under Khammu-rabi or Amraphel, the contemporary of Abraham, we find both men and women corresponding with one another upon all kinds of topics. One of the letters is from a young man to his *fiancée*, whom he assures he is dying to see, but whose answer unfortunately has not come down to us; another is from a tenant to his landlord, complaining of losses and asking that his rent should be remitted in consideration of them. Khammu-rabi himself was a great letter-writer, and we possess a large number of the actual letters which are in his hand. Nothing was either too great or too small to escape the notice of the king who was the compiler of the famous code of laws, a copy of which is now in Paris. He could give, we find, quite as much attention to a charge of corruption on the part of a petty official or to the improvement of one of the crown-lands as to the compilation of a work which anticipated the "Code Napoleon" by four thousand years. And it must be remembered that the empire which Khammu-rabi was called upon to govern was by no means a small one, for it extended from Babylonia and Elam on the East to the land of the Amorites, or as we should call it Palestine, on the West.

Over the whole of this area Babylonian law and culture prevailed, and a very essential part of this culture was the Babylonian language and script. Throughout the whole of Western Asia the cuneiform characters and clay tablets of Babylonia were adopted; schools were established in which the foreign syllabary and language were taught and learned, and libraries were built in imitation of those of Babylonia, in which the Babylonian literature could be stored. The discovery of the Tel el-Amarna tablets revealed to us that in the century before the Exodus the whole of the civilised world of the ancient East was engaged in an active correspondence, the language and script of which were alike Babylonian. From the valleys of the Tigris and Euphrates to that of the Nile, from the northern plateau of Cappadocia to the deserts of

Arabia, letters were constantly passing backwards and forwards, from kings and governments, Egyptian officials and Bedouin sheikhs, Hittite free-lances and the merchant princes of Canaan, even a lady taking part in the correspondence. Canaan had long since ceased to be a province of Babylonia and had become a province of Egypt, but even the Egyptian Government was obliged to forego its national vanity and carry on its state correspondence with its own officials in Palestine in the cuneiform characters and foreign script of Babylonia. Egyptian scribes were specially educated for the purpose, fragments of Babylonian legends being discovered on the site of the Foreign Office in the Pharaoh's capital in Upper Egypt, with the words separated from one another by red dots for the sake of the Egyptian student. Canaan was the centre of all this literary intercourse, and the recent excavations of the Austrians at Taanach, near Megiddo, have given us an idea of how thoroughly permeated it must have been with the literary culture of Babylonia. Taanach was only a third-rate town, but the tablets found among its ruins prove that the petty sheikhs and notables of even third-rate towns were in the habit of writing to one another about their private affairs, not in the language of Canaan, but in the language and syllabary of the Babylonians.

It will be seen, therefore, that the Canaanite, or Egyptian, or the native of Mesopotamia or Asia Minor had a heavier task to perform than even the Babylonian or the Assyrian, for besides learning the complicated cuneiform syllabary and the dead language of Sumer he had also to learn the language of the Semitic Babylonians. Nevertheless, it was a task which was performed all over the oriental world, and had been performed there for generations. It was a task, too, which was not confined to a certain class; so far as we can judge, nearly all classes and both the sexes went to school and there underwent a course of study which would appal the educational reformers of to-day. I do not hesitate to say that there

was more reading and writing in the civilised East in the age of the Hebrew Patriarchs than there was in our own island two centuries ago. Nor was it confined to Egypt and Asia. The discoveries that have lately been made in Krete have revealed to us that in an age which but the other day we believed to be mythical and fabulous, the inhabitants of the eastern part of the Mediterranean were also in the enjoyment of a marvellous civilisation. Palaces had been erected in lands where the Greeks of history afterwards settled, on a more grandiose and sumptuous scale than any erected by the Greeks themselves, and furnished with such modern appliances as luxurious bathrooms and scientific drainage. The museum of Candia contains miracles of art which have been recovered from them, as well as multitudes of clay tablets, covered, however, not with the characters of Babylonia, but with others for which we may claim a European origin. Already three different forms of script have been discovered among the ruins of the old Kretan culture, one of them being hieroglyphic, the other two linear and conventional. The inscribed documents are exceedingly numerous, but they are still awaiting an interpreter. All we can say about them is that the linear characters are closely related to those of the so-called Cypriote syllabary, and that many of them recur on the pottery of pre-Israelitish Canaan as well as on that of early Egypt. For the potters of the old oriental world were able to write quite as much as the shopkeepers.

I was once greatly struck by a remark made to me by Professor W. M. Ramsay shortly after his return from a journey of exploration in Asia Minor. "Since Hittite days," he said, "Asia Minor has been traversed by people after people, and they have left written momorials of themselves scrawled on the rocks and stones—with the exception of the Crusaders and the Turks." And the reason of this is that it was not until the nations of the north made their way into the old heritage of Babylonian civilisation that it was visited by illiterate barbarians.

The destruction of Roman civilisation cut off the new world from the traditions of the old, and spread, as it were, a veil of thick darkness between ourselves and the culture of the past. When Europe awoke again to intellectual life, with the recovery of Greek literature and art, it had behind it the traditions only of illiteracy. Had it not been for the existence of the Christian Church, whose organisation, and therefore language, were Roman, the break with the past would have been complete. As it was, it was sufficiently complete to obliterate the consciousness of what I may call the antiquity and continuity of culture. The Church, indeed, had kept alive a memory of Roman greatness, to a certain extent also a memory of Roman civilisation, even though Vergil became a mediæval magician and "grammar" synonymous with magic. With the Renaissance a knowledge of Greek culture and history returned, but beyond that all was still darkness. The tradition of illiteracy handed down to us from the dark ages still maintained its influence, and I fancy that the majority of our countrymen even now believe that, apart perhaps from Greece and Rome, there was no civilisation in the world before our own.

Oriental archaeology is a good corrective of modern vanity. There were heroes before Agamemnon, and there were literary cultures before our own. And these cultures go back to a remote past. Each year fresh and more startling proofs are discovered of the height to which they had risen, and the hoary antiquity to which they must be ascribed. On the one hand they are an encouragement to us to follow in the footsteps of the older generations. If they achieved so much with their cumbrous systems of writing, what may we not accomplish with our simpler alphabet and printing press? On the other hand, they may well strike us with shame. The general level of culture and art in Europe to-day is not as high as it was in ancient Egypt. Doubtless on the material side our civilisation has achieved successes of which the old Egyptians did not even dream—thanks

mainly to inductive science, and the scientific knowledge of our advanced thinkers is to that of a subject of the Pharaohs as the developed knowledge of the man is to the guesses of a child. But on the artistic and more purely cultural side we have much to learn from the ancient East. Whatever may be the case with the few, the many are sadly lacking in that "sweetness and light" with which Matthew Arnold made us familiar. The unlovely lives of the artisans in our large and overgrown cities, the hideous squalour and depravity that characterise their slums find no parallel in the happier world of the old Orient. Nor in most parts of our own island can we discover the same reverence for letters, the same love of literature, the same zeal for learning that distinguished the long dead populations of Babylonia and Egypt. I say, in most parts of our island, for I know that I am addressing a Welsh audience, and whatever may be the faults of the Keltic peoples, contempt for learning and apathy in acquiring knowledge has never been one of them. In mediæval days Welsh scholars tramped on foot to distant Oxford, regardless of hostile faces and alien speech, in their eager desire for knowledge, and the existence of the Welsh University of to-day shows that the old spirit is not extinct. The British people need the missionaries of literature and art and science quite as much as the heathen need the missionaries of religion, and here in our Welsh University Colleges are the schools in which they can be trained. And I know of no worthier training than that which enables us to rediscover the achievements of the past, to trace once more the records of human culture, and to learn from the old nations something of the zeal for knowledge with which they were animated, the high ideals at which they aimed, and the unwearied patience with which they laid, broad and deep, the foundations of our civilisation. Far back in "the vanished ages" the Sumerian boy was bidden to remember that "he who would excel at school must rise like the dawn"!

A. H. SAYCE.

The British Universities Students' Congress, 1906.

By a Delegate.

The second meeting of the British Universities Students' Congress,—the 1904 Congress which was held at the Manchester University, consisted of representatives of English and Welsh Universities only,—was held this year in Edinburgh from the 13th to the 17th of July. The meetings were held in the splendid University Union, and were attended by students from fifteen Universities and University Colleges. Unfortunately Oxford, Cambridge, and Trinity College Dublin, were again unrepresented. This abstention is to be regretted, and the hope is freely expressed that these Universities will very soon be able to overcome any difficulties that may at present exist in the matter of electing representative students, so that in the near future the Congress may have the benefit of their help, and the usefulness and influence of these annual gatherings may be still further extended.

Both the business side and the social side of the Edinburgh Congress were under the management of a special committee appointed by the Edinburgh University Students' Representative Council, and it is to this Committee especially, and to the officers of the S.R.C. and the Union, that the members of the Congress are so much indebted for the excellence of all the arrangements made throughout their stay in the Scottish capital.

The Congress was under the very able presidency of Mr. J. B. Forbes Watson, M.A. (senior President of the Edinburgh S.R.C.). To Mr. A. H. Scott (the Secretary of the Congress), and also to the two Assistant Secretaries, Miss C. M. Gordon and Mr. J. Wales Cameron, great praise is due for the successful way in which the whole Congress was organized and carried through.

The proceedings opened on Saturday, July 14, when the dele-

gates were received in the Hall of the University Union by Sir William Turner, K.C.B. (Vice-Chancellor and Principal of the University of Edinburgh). Sir William Turner welcomed the delegates in an extremely kind and interesting speech, for which he was suitably thanked by Mr. Forbes Watson on behalf of the Congress. The first session of Congress opened with the consideration of the report of the Halls of Residence Committee, which was brought forward by Mr. B. B. Willcox (London) on behalf of Mr. G. T. Reid (London). The report may be briefly summarized as follows:—The Committee appointed last year at the meeting of the Congress in London have carefully considered the whole question of Residential Halls for students. They are of the opinion that no definite rules can possibly be drawn up for the control of such Halls generally. Each University must have its own Hall or Halls, organized and managed in accordance with its own special requirements. The Committee are in favour of residential Halls being partially under the control of the student residents, and they recommend that if possible one or two post graduate or research students should be resident in such Halls, in order to render assistance in the work of management. The Committee stated that the Town and Gown Association of Edinburgh had expressed their willingness to negotiate with any Students' Representative Council desirous of furthering the establishment of a Residential Hall, and if possible to assist and co-operate in the establishment of such Halls. In discussing the Committee's report the Congress expressed its full approval of Residential Halls for students, and its grateful appreciation of the valuable offer made by the Town and Gown Association. A Committee was appointed to assist any S.R.C. which might be desirous of establishing a Residential Hall. The Secretary of this Committee is Mr. H. G. Sutherland (the University Union, Edinburgh).

Unfortunately there were no reports forthcoming from the Committees appointed at last year's Congress to consider the questions relating to Physical Training and Inter-University Sports. These deficiencies may be explained in the first case by the fact that the Secretary of the first-named Committee was called away to South Africa, and so was prevented from attending to the work of the Committee, and in the second case the Committee had been appointed to arrange an Inter-University Sports meeting for the present year. This was found to be an impossible task. The Congress, however, after some discussion, appointed another Sports Committee, and it is earnestly hoped

that Inter-University Sports will be held without fail some time next year. The Secretary of this new Committee is Mr. G. Entwisle, of Queen's College, Birmingham.

The Committee on Physical Training was not given a fresh lease of life, as it was felt that its useful work would in all likelihood come within the scope of the Volunteer Committee.

Mr. J. I. Macpherson, M.A., LL.B. (Edinburgh), the Secretary of the *University Review* Sub-Committee, presented a verbal report. After some discussion as to the relation of the Congress to the Magazine Company, and to other matters connected with the Magazine, the Congress appointed a Committee, whose duties will be to advance as far as possible the interests of the Magazine, and generally to represent present University students in connexion therewith. Mr. B. B. Willcox (of 34 Hamilton Terrace, London, N.W.) was appointed Secretary of this Committee.

The Report of the Volunteer Committee, of which the Rev. F. W. Saunders, B.D. (Glasgow), was Secretary, was unanimously adopted. The chief points of the report may be summarized thus:—That Volunteering in the Universities is not (except in Scotland) in a satisfactory condition. The Committee were of the opinion that in many colleges, owing to the attitude of the authorities, it would be quite impossible to establish a Volunteer company composed entirely of students. The Committee urged the encouragement of volunteering on patriotic grounds, and also on the ground that it affords means of healthful exercise. They urged each S.R.C. to consider the possibility of raising a Students' Company. The Congress elected a Committee to place before the S.R.C.'s the many advantages of volunteering, and to act for the S.R.C.'s in their dealings with the University authorities and those of the War Office. The Secretary of the Committee for the coming year is Mr. Oliver Russell, M.A. (The University Union, Edinburgh).

Mr. C. G. Dehn, LL.B. (Manchester), presented the Report of the Song Book Committee. The Committee had been in communication with one of the Directors of the Scottish Students' Song Book Company, with a view to co-operation in the publication of a British Students' Song Book, but no definite arrangement had been arrived at. The Congress re-appointed the Committee with full powers to issue a British Students' Song Book, with or without the co-operation of the Scottish Song Book Company. The Secretary of the Committee is Mr. C. G. Dehn (whose address is 85 London Wall, London E.C.).

The Report of the Constitution and Laws Committee was presented by Mr. H. G. B. Spens (Glasgow), on behalf of Mr. R. H. Napier (Glasgow). The Committee had done some very good work in reorganising and rearranging the Constitution of the Congress. The chief points to be noted are that in future each University will be allowed to send one, two, or three delegates to the Congress, as they may desire. The subscription varies in proportion to the number of delegates sent. Secondly, each Congress must appoint a Committee whose duty shall be to assist the S.R.C. of the University, at which the Congress is next to be held, in the work of organization, etc.

In addition to the consideration of the reports of these various sub-committees—the legacies of the London Congress,—several important matters were brought forward for discussion by members of the Congress. The Congress registered its opinion on these questions by passing by considerable majorities the following resolutions:—

1. "That this Congress is of the opinion that the inequality of the present position of the two sexes as regards the election of Members of Parliament for University Constituencies should be removed."

2. "That this Congress is of the opinion that the inequality of the conditions existing in the old and new Universities as regards the election of members of Parliament for University Constituencies should be removed, and that every graduate should be privileged to exercise the franchise in his or her University."

3. "That the Students' Representative Councils or other bodies corresponding thereto in each of the Universities of England, Ireland and Wales be placed on the same statutory relation with their Academic Authorities as exists between the Students' Representative Councils and the University Authorities in Scotland."

4. "That this Congress make representation to the various University Authorities as to the advisability of the Preliminary Examinations in Arts, Science and Medicine, in any one University where such examination be of sufficient standard, being recognised as a Qualifying Entrance Examination by every other University of the United Kingdom."

The following motion was proposed but was lost by a small majority:—"That this Congress records its opinion that the age limit for matriculation at the Universities here represented ought to be raised."

The Congress meetings were brought to a close by the passing of votes of thanks to Sir William Turner, K.C.B., the Hosts and Hostesses who had so kindly accommodated the delegates during their stay in Edinburgh, the Students' Union, the Women's Union, the Secretary, the Assistant Secretaries, and the President.

Mr. T. M. Johnstone (Belfast), in the name of the Students' Representative Council of Queen's College, Belfast, invited the Congress to meet at their College in 1908. The invitation was accepted with acclamation. The place of meeting for the 1907 Congress has not yet been decided upon. The Secretary of the 1907 Congress Committee, appointed according to the Laws of the Congress is Mr. A. H. Scott (whose address is: The Students' Representative Council Office, The University, Edinburgh).

The numerous social functions so generously arranged for the entertainment of the Congress delegates in their spare hours were greatly enjoyed. All tastes had been considered in the preparation of the programme, and the writer is quite sure that every member of the Congress will look back to the days spent at the Edinburgh Congress with the happiest memories. On Friday evening, July 13 (the day on which the delegates arrived) a dance was held in the Hall of the University Union, through the kindness of the Lord Rector's Assessor—the Rt. Hon. Lord Dundas. Thanks to the untiring efforts of the stewards the function was an unqualified success. On the afternoon of July 14th the delegates drove to the Forth Bridge, where they were received and conducted over the famous structure by Mr. Turnbull, the engineer in charge. They returned by ferry and thence by train to Edinburgh, where in the evening the Congress Dinner was held. The chair was taken at the dinner by the President, Mr. J. B. Forbes Watson, and among those present were the Rt. Hon. Lord Dundas Professor and Mrs. Crum-Brown, Professor and Mrs. McGregor, Dr. Elsie Inglis, Dr. A. A. Hall. The toast of the "British Universities Students' Congress" was proposed by Lord Dundas and responded to by the Chairman. Professor Crum-Brown replied to the toast of "Almae Matres" which was proposed by Mr. H. G. Sutherland. "The Visitors" was proposed by Professor McGregor, and suitable replies were made on behalf of the English delegates by Mr. B. B. Wilcox, for the Irish delegates by Mr. T. M. Johnstone, the Welsh by Mr. D. Brynmor Morgans, and the Scottish by Mr. A. K. Williamson. The toast of the chairman was proposed by Dr. A. A. Hall.

On Sunday morning the delegates were invited to attend the military service at St. Giles' Cathedral. In the afternoon they drove to Roslyn, where an enjoyable tea was provided; they then attended the evening service in the famous and beautiful Roslyn Chapel.

On Monday a tour of inspection of the new Union buildings was made under the guidance of Mr. Walker, and in the evening the delegates were entertained at an "At Home" in the Women's Union, where they were received by Lady Christison, and an extremely pleasant evening was spent. After this the men delegates returned to the Students' Union, where they were entertained by the Union at a supper and smoking concert which lasted well into the small hours of Tuesday morning, and was greatly enjoyed by everyone. Between the meetings of the Congress on Monday, July 16th, the delegates were entertained to lunch by Sir William Turner, the Council of Management of the Union, and by the S.R.C.

It is perhaps hardly necessary to say how fully the delegates appreciated the many kindnesses and the careful personal attention which they received from numbers of the Edinburgh students, and especially from the officers of the S.R.C. and the Union, and in fact from all their Edinburgh friends. On Tuesday, July 17, the delegates returned home full of praise and admiration for what had been in most cases their first visit to Edinburgh.

B. B. W.

Foreign University News.

UNITED STATES OF AMERICA.

From Correspondents and by special permission from "The Michigan Alumnus," and "The Yale Alumni Weekly."

Cornell.

Over six hundred men and women graduated from the various departments of Cornell at the close of the summer session.

A new Hall of Humanities, costing $300,000, named in honour of Professor Goldwin Smith, of Toronto, Canada, was dedicated during the Commencement celebrations. Professor Goldwin Smith was one of the first teachers in the University.

Harvard.

The degrees granted at Harvard at the end of the last session numbered 930, of which 438 were given to men completing the academic and scientific courses.

The University has been enriched during the past year by gifts amounting to $1,889,656. Notwithstanding this generous help it has been authoritatively stated that Harvard is in immediate need of at least twenty million dollars.

Michigan.

In attendance and enthusiasm the Alumni re-union of 1906 was the most successful gathering of former graduates ever held at the University. Over 600 alumni attended.

The exercises of the sixty-second annual Commencement were held on June 21st, in the University Hall. The total number of degrees granted was 797 exclusive of honorary degrees. Of this number Bachelors of Arts number 256, Masters of Science 7, Masters of Arts 31, Doctors of Philosophy 8. Of the remainder, 135 degrees were conferred upon

graduates in the Department of Engineering, in Medicine and Surgery 67, in Law 238, in the School of Pharmacy 17, in the Homœopathic Medicine College 17, and in the College of Dental Surgery 21.

The report of the General Secretary of the Michigan Alumni Association, Mr. Wilfred B. Shaw, contains some interesting information on the work of the Association. Mr. Shaw says, "The card catalogue of alumni involves the practically endless task of keeping up to date the addresses of over 30,000 alumni and a list that is growing by at least 1,200 names a year if the non-graduates be included. We are constantly changing the addresses on the cards, checking them from all possible sources. Our work now involves a greater expenditure of time and money than our present appropriation of $500 from the University would warrant. But we believe that the results judged merely from the point of view of the Association as an aid to its own activities will justify our efforts."

THE RELIGIOUS BELIEFS OF UNIVERSITY STUDENTS.

A religious census of the students attending the University of Michigan has just been completed by Dr. J. Leslie French, instructor in Semitics in the University. Every student, when registering in the secretary's office, was given a blank for the registration of his church membership or preference, and a large majority of students gave the desired information. Only about ten per cent., or 411 out of a total of 4,180, are reported as "unreached." Of these 114 filled out the blanks, but so illegibly that they could not be used in making up the totals.

The principal tables of the census give the statistics of the men and women, classified by departments, as follows:—

MEN.

	Church Members.	Adherents.	Not Adherents.	Unreached.	Total.
Literary	489	236	99	92	916
Law	401	255	74	169	899
Medical	191	120	29	73	413
Dental	60	40	8	19	127
Pharmacy	32	23	4	19	78
Engineering ...	581	334	145	105	65
Total	1754	1008	359	477	3598

WOMEN.

Literary	441	168	8	33	650
Law	3	—	—	—	3
Medical	22	4	—	12	38
Dental	—	2	—	2	4
Total	466	174	8	47	695
Deduct for n'ms counted twice				113	113
Grand Total ...	2220	1182	367	411	4180

The above tables are based on the enrollment for the academic year only. The tables for the summer session of last year show that of the 813 students enrolled, 422 are counted in the census of the other sessions, leaving 391 new students registered during the summer. Of these, 280 enrolled as members or adherents of some church.

The table showing distribution among denominations gives figures for both the academic year and the summer session. The leading denominations represented are as follows:—

	Sept.-June.	Summer.	Total.
Methodist	772	65	837
Presbyterian	631	48	679
Congregational	507	47	554
Episcopal	447	36	483
Baptist	255	22	277
Roman Catholic	256	19	273

The final summary of the census gives the percentage of all students reached who were found to be church members. The percentage of men is 56·19, and for women, 71·91; this makes the average for the University 58·9 per cent.

Pennsylvania.

At the recent graduation ceremony of Pennsylvania over 500 students received degrees.

Yale.

The feature of the Commencement season of 1906 at Yale was the remarkable demonstration of the effective strength of the Alumni support of the University. During the last week of the University year there was an addition to the funds of the University of an amount equal to the income at four per cent. from over three million dollars. This huge total was made up of thousands of gifts from individual graduates in sums ranging from one dollar or less up to fifteen thousand dollars—though most of the contributions came below the fifty dollar mark. Last year there was an increase in the Yale Alumni fund of over fifty per cent. to $53,000, but before Commencement week was over this year the fund stood at $129,000. Of this sum a little over forty thousand dollars is to be devoted to income, the remaining going to swell the already large permanent endowment fund created by this method of contribution.

Consistent with the increase in the Alumni Fund is the increased interest and value of this year's general meeting of the Alumni. The attendance was very large, twenty classes holding regular reunions. It has been estimated from the figures supplied by the secretaries of the different classes that over 1,500 graduates were present during some part of Commencement week. Some of these came from as far away as the Pacific coast and four came from Europe to attend the reunions. The earliest class to hold a reunion was the Class of 1853, then came 1856, and down to 1903 there was an unbroken line in the reunions.

During Commencement week a total of 719 degrees were conferred upon Yale students. Adding to this the list of honorary degrees the total reaches 735, making an increase of 52 over last year. The main divisions were as follows:—Bachelors of Arts 287, Bachelors of Philosophy 211, Bachelors of Laws 54, Bachelors of Divinity 17, Masters of Arts 62, Doctors of Medicine 25, Doctors of Philosophy 29.

The following interesting passage relating to Staff appointments at Yale is taken from Principal Hadley's annual report.

> The first step towards reform is to recognize the principle that no man should be appointed to a full professorship in any subject merely because that subject needs to be

taught. If there is a man of eminence in the subject who has a genius for discovery or teaching, the fact that such a gap exists creates an additional reason for calling this man to a professorship. But if no such man is to be found the place should be filled by an assistant professor. The fact that Yale has departed from this principle in the past, and now has on her faculties as full professors a number of men who ought to be only assistant professors, does not alter the necessity for a change of policy in this respect. I am glad to say that nearly all the members of the several faculties of the University cordially accept the principle here laid down, and are willing to try in future to appoint none but a first-class man to a grade higher than an assistant professor, even though this policy may for the moment apparently weaken the strength of our teaching force. This weakening will be apparent rather than real. There is nothing which really weakens the teaching force so much as the permanent appointment of a man of the wrong type, who lowers the standard held before the students and blocks promotion among the younger instructors. It is far better to have a subject taught by an ambitious young man who sees an opening ahead, than by a somewhat older man, who has little to recommend him except his maturity.

With the diminution of numbers, an increase of salaries can follow as a matter of course. This process has already begun, and many of the professors who have hitherto received $3,750 are now to receive $4,000. But this should be regarded as only a beginning. Just as soon as the University finances admit it, there should be a further increase in the number of assistants, who can relieve the professor of the burdensome necessity of reading papers or directing some of the details of individual study.

The Hon. W. H. Taft has been elected a member of Yale Corporation in place of the Hon. Chauncey M. Depew, whose term expired in July.

The resignation is announced of Professor Sidney I. Smith, Ph.D., Professor of Comparative Anatomy in the University since 1875. Professor Thomas R. Lounsbury, LL.D., the Head of the Department of English in the Sheffield Scientific School of Yale, has also resigned the post he has held for thirty-five years.

Yale has received the anonymous gift of $1,000, the yearly income from which is to be used for an annual lecture on English letter writers and letter writing, to be known as the Daniel S. Lamont Memorial Lecture, and to be given by a member of the English department at Yale.

Professor William W. Keen, of the Jefferson Medical College, Philadelphia, delivered the annual address to the graduating class at the 93rd anniversary of the Yale Medical School. In the course of his address he said that from 1875 to 1901 the number of medical students in the United States had increased three-fold, but the number of instructors five-fold; the number of students per instructor in 1875 was 8·75, whilst the number of students per instructor in 1901 was 5·33, and, if hospital teachers were included, there would be found to be one instructor to every four students.

The Universities.

ABERDEEN.

The Quater-Centenary Celebrations.

The preparations for the forthcoming celebration of the fourth centenary of the University are going on apace. The welcome news that Her Majesty the Queen is to accompany the King when he opens the new buildings of the Marischal College has been received with great satisfaction throughout the University and the city.

It is stated that the King's guard of honour at the University Buildings will be composed of the University Company of the 1st V.B. Gordon Highlanders.

The preliminary programme of the forthcoming celebration has been issued. The proceedings will be opened on September 25th with a service in the chapel of King's College. This will be followed by a procession of delegates and guests from the Marischal College to the Strathcona Hall, where they will be received and addresses will be presented. In the evening a banquet will be given by the Lord Provost, Magistrates, and Town Council; and the students will arrange a torchlight procession. On the morning of the 26th a number of honorary degrees will be conferred in the Mitchell Hall of Marischal College. This will be followed by an athletic meeting, the holding of several receptions, and a ball. On Thursday, September 27th, the King—accompanied by the Queen—will open the new buildings of Marischal College. At eight o'clock that evening the Chancellor of the University—Lord Strathcona—will give a huge banquet, at which the guests are expected to number upwards of two thousand, in the large hall which has been specially built for the occasion. In the public parks there will be a display of fireworks provided by the Town Council. The morning and afternoon of the 28th will be given to excursions to places of interest in the neighbourhood of Aberdeen, a reception at the Royal Infirmary, and an "At Home" at the

University. In the evening a students' symposium will bring the celebrations to a close.

News has reached the University authorities from St. Petersburg that the University of that city, in honour of the Quater-Centenary celebrations, has appointed the Rector of Aberdeen University an honorary member of the St. Petersburg University. Two professors will be sent to Aberdeen to represent the Russian Ministry of Public Instruction at the forthcoming celebrations.

The fourth anniversary meeting of the Franco-Scottish Society will be held at Aberdeen from the 19th till the 24th September, but the French guests will remain in Aberdeen in order to participate in the celebrations. From Aberdeen the French members will go to Glasgow and thence to Edinburgh. Among those who are expected on this occasion are M. Casimir-Périer, ex-President of the French Republic; M. Delcassé, ex-Minister of Foreign Affairs; M. Angellier, Professor of Lille University; M. Berthélemy, of the University of Paris; M. Le Gras, of the University of Dijon; and M. Hauvette, of the University of Paris.

CAMBRIDGE.

The Summer Meeting.

The summer meeting of University Extension Students and others, which was held at Cambridge from the 2nd till the 28th of August passed off very successfully. The principal subject of study was the eighteenth century, and most of the lectures concerned themselves with the history, literature and art of the period. Other lectures were given by various authorities on Education, Sociology, Science, and Theology.

The inaugural lecture was given by the American Ambassador on the Rise of the United States in the 18th century, and the tendencies of its development. Much interest was aroused by the short series of lectures which was given by Professor J. H. B. Masterman, Professor of History in the University of Birmingham, on "British Institutions," in the course of which he discussed the distinguishing characteristics of the British monarchy, the national system of government, and the English Educational system. Another short course of lectures which attracted considerable interest was that of Professor S. J. Chapman, Professor of Political Economy in the University of

Manchester on "Suggested Remedies for Unemployment." Professor Chapman expressed himself in favour of the establishment of compulsory labour bureaux, in that way labour would be brought into touch with the demand for labour. The problem of casual labour, Professor Chapman considered, could be overcome by adequate organization. A specially interesting lecture on the Evolution of the Prime Minister was given by Mr. J. A. R. Marriott, lecturer on Modern History and Economics at Oxford.

Tuesday, August 28th being the closing day of the meeting, a garden party was given by the Vice-Chancellor and Mrs. Beck at the Master's Lodge, Trinity Hall, and the Meeting was brought to an end with a lecture on the Parish Church in the 18th century, by the Rev. D. H. S. Cranage, who as Secretary had organized this most successful of Cambridge Summer meetings.

Two really admirable performances of Goldsmith's "Good Natur'd Man" were given to the students attending the Meeting by a capable company under the direction of Mr. William Poel. On Tuesday, August 14, a special performance of Handel's "Messiah" was given, conducted by Dr. Mann.

An important conference was held on August 11th, by the Workers' Educational Association, and the Southern section of the Co-operative Union (Ltd.) acting in co-operation with the Cambridge University Summer Meeting, to consider the question of Free Libraries and the Education of Workpeople. The chair was taken by Professor S. J. Chapman, Dean of the Faculty of Commerce in the University of Manchester. Mr. F. W. Rogers, of Letchworth, proposed a resolution declaring that the education of workpeople might be promoted to a great extent by the use of free public libraries; that the educational effect of free public libraries had been greatly enhanced by joint action with University extension centres, and other educational institutions, as also by the provision upon library premises of frequent popular lectures on such subjects as the value of definite study, or the right choice of books, or the best methods of making a study of the best authors; and urging an extension of these and similar activities, and emphasizing the importance of directed children's departments as features in free public library organization. The resolution was seconded by Mr. Wardle, M.P., and agreed to by the meeting after an interesting discussion.

University Notes.

The University of Cambridge has suffered a sad loss by the death of Dr. H. Marshall Ward, F.R.S., Professor of Botany in the University. Dr. Marshall Ward was born in 1854 and was educated at Owens College, Manchester (where he was Berkeley Fellow in 1882). He afterwards proceeded to Cambridge—Christ's College,—where he was placed in the 1st class in the Natural Science Tripos in 1879. For ten years beginning in 1885 he held the professorship of Botany at Coopers Hill, a position he vacated on being elected to the Chair of Botany at Cambridge in succession to the late Professor C. C. Babington. At the Toronto meeting of the British Association, Dr. Marshall Ward presided over the Botanical section. In 1895 he was elected a member of the Council of the Royal Society, and in 1902, the honorary degree of D.Sc., was conferred upon him by the Victoria University. Among Professor Marshall Ward's best known books may be mentioned "Timber and some of its Diseases," "Diseases of Plants," "The Oak and Grasses." Several articles from his pen are to be found in the "Proceedings" of the Royal Society and of the Linnean Society, also in the "Encyclopœdia Britannica." Professor Marshall Ward was keenly interested in the establishment of the Botanical Laboratory at Cambridge.

An exhibition has recently been founded at Trinity College by Sir Lees Knowles. It is of the annual value of about £40, and is to go to that student of the college who, having kept or been allowed at least nine terms and desiring to reside for an additional year, is considered to be the most deserving. A student who was born in Lancashire is to be preferred to one who was born elsewhere if, in the opinion of the Council, they are in other respects equally deserving. The exhibition is tenable for one year only, and the exhibitioner is required to reside three-fourths of each term during the year of his tenure.

The non-collegiate students board will in October proceed to elect a director of classical studies for non-collegiate students preparing for the Classical Tripos. The stipend will be not less than £50 per annum, and the appointment in the first instance will be for one year.

DUBLIN.

University News and Notes.

The second meeting of the Royal Commission on Trinity College, Dublin, and the University of Dublin was held recently in London, the following being present:—Sir Edward Fry, chairman, the Right Hon. C. Pales, Lord Chief Baron of Exchequer in Ireland; Sir Thomas Raleigh, Sir Arthur Rücker, Mr. Henry Jackson, Mr. S. H. Butcher, Mr. Douglas Hyde, Mr. Denis J. Coffey, Mr. S. B. Kelleher, and Mr. James Dermot Daly, secretary. The Commission had under consideration the various statements and returns which were furnished to them in writing since their first meeting, as well as other business connected with the inquiry. The Commission adjourned till October 16th, when they will examine witnesses in Dublin.

In a communication to the Irish Press the Roman Catholic Archbishop of Dublin has recently stated that the Royal Commission at present considering the question of University education in Ireland has been informed that Irish Roman Catholics would be prepared to accept any of the following solutions:—(1) a University for Catholics, (2) a new college in the University of Dublin, (3) a new college in the Royal University, but that on no account would they accept any scheme of mixed education in Trinity College, Dublin.

The annual conference of the Institute of Journalists was held recently in the Examination Hall of Trinity College. The Provost (Dr. Anthony Traill) presided at the opening of the proceedings and welcomed the conference on behalf of the governing body of the College. He suggested as a subject for the consideration of the conference the relation which might exist, or ought to exist, between the Universities, and the profession of journalism.

EDINBURGH.

Holiday Courses in Modern Languages.

The Holiday Courses in Modern Languages have been held with great success during the month. About four hundred students attended the opening ceremony, when Professor Lodge

delivered an inaugural address on Scottish History. Among a number of interesting lectures which were given by various well-known authorities during the course may be specially mentioned the short series of lectures on various phases of German life and work, which were given by Professor Hoetzsch. The second fortnight's course began on August 16th, when the work was taken up by a new set of lecturers. Upwards of a hundred students attended.

An interesting and notable ceremony took place at the close of the second session when the foreign students attending the courses made a presentation of a writing-desk with silver pen and pencil and a roll bearing the names of nearly ninety subscribers to Professor Kirkpatrick, in grateful appreciation of his work as honorary secretary.

GLASGOW.

The Professor of Physiology.

The King has been pleased, on the recommendation of the Secretary for Scotland, to appoint Diarmid Noel Paton, M.D., B.Sc., superintendent of the Research Laboratory of the Royal College of Physicians, Edinburgh, to be Regius Professor of Physiology in the University of Glasgow, in place of Professor J. G. M'Kendrick, resigned. Dr. Paton was born in 1859, and is a son of the late Sir J. Noel Paton, the artist and Royal Scottish Academician. He was educated at the Edinburgh Academy, and at the Edinburgh University, and afterwards at Vienna and Paris. In 1882 he was Baxter scholar in Natural Science, and in 1884 he won a Biological Fellowship at Edinburgh University. He has written a large number of papers on physiological subjects. In 1886 he was appointed lecturer on Physiology in the School of Medicine of Royal Colleges, Edinburgh, and three years afterwards he became superintendent of the Research Laboratory of the Royal College of Physicians, Edinburgh.

LONDON.

University News and Notes.

The Senate of the University has expressed to the representatives of the late Mr. Alfred Beit the great gratification with which they have heard of his munificent legacy of £25,000 to the Institute of Medical Sciences' Fund.

The Senate of the University has instituted Architecture as a branch of the B.A. Honours degree for Internal students, and has approved a course of study and a scheme of examination in the subject.

The Senate has decided that the fee for repetition courses in Chemistry, Physics and Biology for the examination of the Conjoint Board be three guineas per subject for each course of three months.

The University Library, in which is included the Goldsmiths' Company's Library of Economic Literature, will be opened by the Chancellor on the afternoon of Friday, October 26th.

In connection with the visit which the representatives of the French Universities paid to the University of London at Whitsuntide, a memorial volume is being prepared which will contain full reports of the addresses and speeches delivered at the various ceremonies and other meetings which were held during the five days over which the visit extended.

The Student Christian Movement.

The following Members of Executive and Officers have been elected for the Session 1906–7:—

General College Department Executive: A. L. Leeper, Trinity College, Dublin; Walter W. Seton, M.A., University College, London; H. T. Silcock, B.A., Oriel College, Oxford; F. G. Hodder Williams, St. Bartholomew's Hospital, London; Miss Eglinton, Birmingham University; Miss Wallace, Girton College.

Student Volunteer Missionary Union Executive: R. K. Evans, M.A., Merton College, Oxford; A. F. Bradley, Christ's College, Cambridge; J. McL. Campbell, Balliol College, Oxford; C. W. Knott, Manchester University; Miss A. Barrow, London School of Medicine for Women; Miss E. Mackenzie, Edinburgh University.

Theological College Department Executive: O. A. Evans, Bala College; G. G. Harman, Lancashire Independent College; S. F. Hawkes, Wycliffe Hall, Oxford; N. Meldrum, Edinburgh University; T. H. Robinson, Regent's Park College; J. H. Oldham, M.A., New College, Edinburgh; E. S. Woods, M.A., Ridley Hall, Cambridge.

Travelling Secretaries: R. C. Grant, Glasgow University; S. K. Datta, Edinburgh University; Miss Saunders, Somerville College; Miss M. Lenwood, Somerville College; M. Spencer, M.A., Mansfield College, Oxford.

London Secretary: R. P. Wilder, M.A., Princeton University, U.S.A.

General Secretary and Editor of "Student Movement": Tissington Tallow, M.A., Trinity College, Dublin.

Assistant Secretary: Miss M. A. Bretherton, Bedford College, London.

The University of London Missionary Caravan, which was started two years ago, has this summer toured round the villages and small towns of Buckinghamshire. It has been manned entirely by London students, who have conducted services in the places of worship and held further meetings, mostly on the subject of foreign missions.

Mr. R. P. Wilder, M.A., who has been appointed London Secretary for the Student Christian Movement, is a graduate of Princeton University, U.S.A., and has had a great and varied experience of student life in many countries, including India, America and Scandinavia. In 1892 he assisted in the foundation of the Student Volunteer Missionary Union in England. Last session he travelled round all the principal British Colleges. An advisory committee of London students has been constituted to assist Mr. Wilder in his work: it consists of Mr. G. Hodder Williams, of St. Bartholomew's Hospital; Mr. H. V. West, of King's College; Mr. Walter W. Seton, of University College; and Mr. Paddon, of St. Thomas's Hospital.

University College.

At an assembly of the faculties of Arts and Laws and of Science, held recently, Professor Priebsch, Dean of the Faculty of Arts, stated in his report of the work of the session that the students in the Faculties of Arts and Laws and of Science,

have increased from 1,054 to 1,105 in the session just concluded, and that the post-graduate or research students number 108, an increase of one over the previous year's total. In the same faculties 367 students have been registered as Internal students of the University, as against 323 last year. The total number of graduations in the course of the year has been 90, of these 18 have been for degrees higher than that of Bachelor.

A number of specimens of lava and dust, etc., from the recent eruptions of Mount Vesuvius has been presented to the University by Mr. E. Scafaro and, by order of the Senate, has been presented to the Geological department of University College.

In the first and second terms of the Session 1906–7, the Rev. William Garwood, M.A., formerly Hasting's Exhibitioner of Queen's College, Oxford, will deliver a course of twenty lectures on Elocution and Voice Production, on Friday evenings, at 6-30, beginning on Friday, October 12th, when a public inaugural lecture will be given by Mr. Garwood, at 5-15 p.m., on "The Scope and Limitations of Elocution." The fees for the session will be £2. 12s. 6d., for the term £1. 1s. 0d. Classes to meet the special needs of teachers, barristers and clergy will be arranged if desired. The hours suggested for such classes are Thursdays and Fridays at 3-30 p.m. Classes will also be held on "Public Reading and Speaking." Further inquiries respecting the syllabus, etc., should be addressed to the Secretary of University College, Gower Street, W.C.

London School of Economics.

Satisfactory progress is recorded in the new Calendar of the London School of Economics and Political Science, Clare Market, Kingsway. Over 5,000 students have attended the school since its opening twelve years ago. In 1901–2 the total number of students on the books was 542—there has been a steady growth each session since that date, until no fewer than 1,439 students were attending the school during the Session 1905–6. Of this number 1,178 students were attending University lectures at the school, of whom 181 were graduates of London and other Universities, and 138 were undergraduates of London University.

Among the most important changes to be noted in the new Calendar are the arrangements that have been made for higher

commercial education and law teaching. King's College and the London School of Economics have made arrangements whereby modern languages will be taught at the former institution, and the other subjects of the curriculum for commercial education, such as accounting, banking, insurance, etc., will be taught at the School of Economics. In connexion with the degree of Bachelor of Laws an arrangement has been made between University College, King's College and the School of Economics whereby students paying a composition fee to one of these colleges may be admitted to the law lectures of the other two.

The following appointments have been made recently:—Mr. W. Tetley Stephenson, of the staff of the North-Eastern Railway, B.A., St. Catharine's College, Cambridge, to be lecturer on railway economics; Mr. H. B. Lees Smith, M.A., Queen's College, Oxford, to be lecturer on public administration.

OXFORD.

University News and Notes.

Nearly eighty men and women students have been attending the Long Vacation course of lectures and practical work which has been organized by the Oxford University School of Geography, in association with the Royal Geographical Society during the past month. This number of students is nearly double that of previous years. The introductory lecture was delivered by Mr. H. J. Mackinder, Director of the London School of Economics, who stated that at the present moment there were far more posts for competent geographers than there were competent geographers to fill them.

The lists announcing the results of the Oxford Local Examinations have been issued recently. The total number of candidates examined was 15,842, an advance of 1620 over last year, and 11,497 certificates were awarded as compared with 9,732 in 1905. There were 4,645 senior candidates, nearly a thousand more than last year, and the juniors numbered 7,630, which is 670 more than in 1905. Of the seniors 3,078 passed, and of the juniors 5,565. The percentage of passes is generally higher than that of last year. Sixty of the senior candidates showed sufficient merit to be excused from the examination in

stated subjects in Responsions, 104 in French, 20 in German, and three in Italian. Sixty-one girls showed sufficient merit to receive certificates qualifying them for admission to the University examinations for the degree of B.A. and B.Mus. on conditions prescribed by the delegates.

The results of the annual examination of the Oxford and Cambridge Schools Examination Board held in July have just been published. The total number of candidates for higher certificates was 2,054. The total number of higher certificates awarded were 958. There were 314 for school certificates and 131 were successful. The total number of candidates for lower certificates was 1,046 and 570 of these certificates were awarded.

Mr. George Augustus Simcox, Fellow of Queen's College, Oxford, who is believed to have met his death by a fall from the cliffs near Fairhead, Ballycastle, Co. Antrim, on August 28 last, left estate of the gross value of £13,181, of which the net personalty has been sworn at £2,886. By his will he left his real estate in contingent remainder, subject to the failure of heirs, to the Provost and fellows of Queen's College, and also the pictures of his mother by Sir William Newton, a post-humous miniature, and certain crayon drawings.

The electors to the All Souls Readership in English law will proceed to an election in Michaelmas term, 1906. Candidates who may wish their names to be before the electors are requested to send to the Registrar of the University, Old Clarendon-building, Oxford, on or before November 15 next, their applications, accompanied by any evidence of their qualifications which they may think fit to submit to the electors. Such applications are not to be sent or made to any of the electors personally. The reader will hold office for five years, but will be re-eligible. He will receive a stipend of £300 per annum, and will lecture for not less than seven weeks in each term.

SHEFFIELD.

University Appointments.

Mr. Robert Leader, M.A., and Mr. Edward Bramley, M.A., having relinguished charge of the Law Department, have been succeeded by Mr. W. F. Trotter, M.A., LL.M. (Cambs.), and Mr. H. R. Bramley, M.A. (Oxon). The two former gentlemen, however, remain attached to the Law staff as special lecturers.

WALES.

University College of South Wales.

Mr. H. Stanley Jevons, late of Sydney University, has been appointed lecturer in Political and Commercial Science. Dr. Mitchell Stevens has been appointed lecturer in Materia Medica and Pharmacology. A course of evening lectures in Welsh History will be given during the coming Winter Session by Mr. E. E. Hughes, M.A. (Oxon), and Mr. W. J. Gruffyd will take the classes in Welsh language and literature.

Mr. S. W. Price has been reappointed lecturer in Mining.

Sir Alfred Thomas, M.P., on Sept. 3, opened a new summer mining school established in connection with the Glamorgan County Council mining education scheme at the University College, Cardiff. Sir Alfred supported Principal Griffith's efforts to establish a mining school for South Wales. Sir Alfred said that when Mr. Henry Davies commenced his duties as lecturer in mining he had seventy students. Now they had 70 classes, with 1,500 regular students, and for the full mining course there were nearly 200 classes and 3,000 students, with three travelling lecturers and many local teachers.

Reviews.

BIOGRAPHY.

"LIFE IN THE LAW." By J. G. Witt, K.C. London: T. Werner Laurie. 6s. net.

The tragic death of the author gives a melancholy interest to this book. It is in many ways a fitting memorial. Though in lighter vein throughout, it presents to us a delightful *raconteur*, a charming personality and a shrewd lawyer. It is a collection of anecdotes, derived mainly from personal experience, interspersed with friendly advice to younger men and sound criticism of legal institutions.

HISTORY.

"ENGLISH HISTORIANS" (the Warwick Library of English Literature), with Introduction by J. Grant, Professor of History, Leeds University. London: Blackie and Sons, 1906. Price 2s. 6d.

A popular and valuable contribution to English historiography which no student of history should be without. The selections from the pages of our standard histories from the Anglo-Saxon Chronicle to the present day admirably illustrate the changes in the methods and style of our historians at different periods. Even more valuable, perhaps, are the selections from the writings or speeches of Bacon, Bolingbroke, Hume, Gibbon, Buckle, Macaulay, Carlyle, Seeley, and Lord Acton, in which those great authors describe in their own words their views upon the objects and method of history.

"A MANUAL OF COSTUME, AS ILLUSTRATED BY MONUMENTAL BRASSES." By Herbert Druitt. London: The De La More Press. 10s. 6d. net.

This book, comprising nearly four hundred pages, is of great interest to the student of Costume, and also to the increasing army of brass-rubbers. It consists mainly of six full and interestingly written chapters, devoted respectively to ecclesiastical, academical, military, civilian, legal, and female costume on English brasses. Few people realise how much the historian is indebted to memorial effigies for his knowledge of the costumes, say, of the fourteenth and the fifteenth century—the various styles of armour, the vestments of the clergy, the dress of the merchant, the fashions of the ladies, and the like. But it is not the historian alone who can learn his lesson from brasses. To the architect, the herald, the genealogist, the ecclesiologist, the philologist, and the student of palæography, this class of monument affords help in their different branches of art. The author, in his excellent Introduction, deals with the rise of brasses in the thirteenth century, their development in the centuries following, and their characteristics in each period. The 110 illustrations from rubbings and photographs are well produced, the letterpress and indices are remarkably accurate, and we can confidently recommend Mr. Druitt's book, not only to all those who are already interested in this branch of archæology, but also to those who wish to become interested therein. It is a fascinating study, and well repays whatever time is spent on it.

"THE POLITICAL HISTORY OF ENGLAND." Vol. II.: 1066—1216. By G. B. Adams. Longmans and Co. 7s. 6d. net.

English scholars lack the splendid optimism of the Germans. When a big book is to be written in England it is divided among several writers. Thus we have but a few monumental works of which many end pathetically with the first volume owing to the death or despair of their author. This application of the principle of the division of labour has many advantages. Its chief disadvantage—that of lack of unity of design—will be little felt in the present case. The historians of to-day are essentially unimaginative: they hold that history is a careful and systematic collection of facts, and the essence of a fact is that it should be true. Thus history is first of all to be "scientific," and with some men to be "scientific" comes perilously near being dry and uninteresting. It would be unfair

to say this of Professor Adams, disciple of the new school as he undoubtedly is; but he certainly does fall under the dominion of the individual fact, and it is sometimes rather difficult to appreciate in their essential unity the significance of all the facts he presents. The scientific point of view works with a somewhat low ideal of truth; but it makes a legitimate protest against the broad generalisations, the imaginative portraits of the "literary" historian, and the present author undoubtedly possesses the virtues of his school. Professor Adams' book is based on a careful survey of the evidence; he never obtrudes his personality, and as a collaborator in a *magnum opus* he is beyond reproach. But it is open to doubt whether in perusing the well-written businesslike record which he presents, the reader will commune with the unique spirit of the period. It was an age in which history was made by few men and fewer principles—an age of individualities, ante-social. Feudalism is non-political, though it contains in germ many politics. Its basis is contract, a contract that does not exclude similar contracts. Thus it lacks both the inclusiveness and the exclusiveness of societies that are based on the notion of citizenship. Its history is the history of personal struggles, and the climax comes when the king of England does homage for his dominions to Henry VI. in order to escape from prison. Thus there is a division between politics and history; as the author points out more than once, the foreign policy of her kings did not really affect England, and the same is true of their struggles with powerful barons at home. Behind the scenes, unmoved by the clash of arms, political ideas were developing in the guilds of the city of London and in the provincial towns, but above all it was in the Church that social ideals were coming to the front. It was because the Church was a society and because Feudalism was unsocial that the two were forced into irreconcilable conflict; bishops could not at one and the same time be members one with another and yet owe personal fealty to a rival power: the Church could not hold her lands through the personal homage of individuals. Feudalism could not absorb the Church and the cities, and at the same time it was suffering shipwreck on its own problems. The *curia regis* through the mere pressure of business changes into a court of professional judges, the settlement of baronial grievances becomes a national charter of liberty.

With Magna Charta ends Prof. Adams' portion of the work. The volume is markedly free from misprints or errors of style. Occasionally the attempt of the author to confine himself strictly to his theme leads to obscurity. On page 42 "the anipope Benedict X." is introduced without mention of the circumstances which led to his

appointment, and of the "rival popes" in 1093 only one is mentioned by name. Considering the size of the work we cannot quarrel with the author for refraining from quoting his sources; in important cases references will be found in footnotes, and the volume closes with a brief review of the main authorities for the period.

T. G. R. D.

"TACITUS AND OTHER ROMAN STUDIES." By Gaston Boissier. Translated by W. G. Hutchison. Constable.

"When we wish instruction of the part, we presumably prefer it to be presented to us as it was, that is to say alive. . . . A table of contents, comprising the principal events stated and dated, with a reference to the learned dissertations in which they have been elucidated, would not do our business. We long to be afforded the spectacle of these events, we wish to see them; and truly it is an art, perhaps the rarest, the most precious of all arts, to have the power of giving them life; whence it follows that a historian, while at the same time a scholar, has need to be an artist."

In these emphatic words does M. Boissier declare to us the school of historians to which he belongs. And it is the possession of views such as these, together with the type of intellect that naturally accompanies them, which qualifies him pre-eminently to write an appreciation of Tacitus. For whatever be our opinion of the value of the work of that historian from a "scientific" point of view, there can be no doubt that it is just for this power of giving life to events that he is and will be most widely read. He had the gift, which nowadays we associate particularly with the French nation, of seeing humanity in the concrete. The portraits which he gives us may or may not be just, but they are all convincing. "What," he says, "suffices to give us a perfect acquaintance" with his characters. "It is in the same fashion without over-emphasis that he presents us with Otho, Galba, Vitellius, the two Agrippas, Poppæa, Mucianus, Antonius Primus a Gascon who gesticulates and is a great talker; Petronius, one of the most curious characters of the time; and those touching figures, like Piso and Octavia, whom he shows in the background, scarce emerging from the shadow."

Doubtless this abnormal clarity of perception carries with it its limitations. Tacitus' mind is so much occupied with individuals that he sometimes fails to do justice to the universal side of history. When he attempts to present a crowd, it tends insensibly to resolve itself into a knot of disputants. And while he is intent on showing us in brilliant colours the group of distinguished persons surround-

ing the Imperial court, while he describes in elaborate detail the sticks and straws that float upon the surface, we do not always feel the might or hear the roaring of the great stream that bears them on.

M. Boissier shows a keen appreciation of Tacitus' merits, and his own descriptions of Tacitus' life and surroundings make it clear that he has admired him to some purpose. At the same time he is fully conscious of his subject's defects, and is careful both to point them out and to avoid them. Thus he blames the historian for neglecting the condition of the provinces in his judgment of his times.

"Not only were the provinces more virtuous, they were happier . . . . the good princes profited the whole world, the bad only burdened their neighbours. This saying is one of Tacitus'; but it is only an observation dropped in passing; and truly it is not enough. He ought to have insisted on it further, and recurred to it more frequently; he would have afforded us a better comprehension of how it happens to-day that in the ancient Roman provinces, in Gaul, in Spain, in Africa, we come across so many monuments erected in all sincerity by private individuals and municipalities for the salvation and preservation of the same Emperors against whom conspiracies were being daily hatched at Rome."

To write so is to "give events life" without robbing them of their universal significance. The same excellent qualities are displayed in the essays on "The Schools of Declamation at Rome," "The Roman Journal," and "The Poet Martial," which are appended to the study of Tacitus, and add very materially to our power of conceiving the life of a Roman under the Early Empire. The translator's work is, unfortunately, uneven in character. In the chapters on Tacitus his style is luminous and neat, though

> "Where to corrupt and to yield to corruption is called living to the fashion of the day"

hardly reproduces the sudden savagery of the original. In the later essays he is most careless, and allows himself to slip into awkward Gallicisms; while the use of such a phrase as "to stump up" in the middle of serious narrative is quite unpardonable.

R. K. D.

LITERARY.

A HANDBOOK TO THE WORKS OF WILLIAM SHAKESPEARE. By Morton Luce. George Bell and Sons. 6s.

This is a useful and well-arranged compendium of information. In the critical parts of the work Mr. Luce is too much inclined to come forward as an apologist of Shakespeare, and one feels that he should not have spoken of "the fallacy which underlies Dr. Bradley's otherwise thoughtful and useful volume." It was a rash moment in which Mr. Luce ventured to cross swords with the author of "'Shakespearean Tragedy." When Dr. Bradley urges that into the problem of tragedy morality does not enter, Mr. Luce thinks that tragedy is condemned to deal only with non-moral personages, and actually glories in the "admission" involved in the statement that "biblical ideas seem to have been floating in Shakespeare's mind." Such "admissions," according to Mr. Luce, involve Dr. Bradley in logical suicide; but until Mr. Luce realises the difference between refusing to mistake an æsthetic for a moral judgment and excluding moral values altogether from dramatic treatment, he should beware of proclaiming his *Veni, vidi, vici* prematurely. Mr. Luce, as a critic, is thoroughly obsessed with the notion that it is his business to be a moralist: in bibliography, history and Shakespearean *Quellenkunde* he is more successful, and, as a work of reference, the Handbook will prove of value.

"THE OXFORD TREASURY OF ENGLISH LITERATURE." By G. E. and W. H. Hadow. Vol. I. Oxford: Clarendon Press.

Anthologies of English Poetry and Prose are so common that one is at first prejudiced in coming on a new one. Yet the first volume of "The Oxford Treasury of English Literature," edited by G. E. and W. H. Hadow, should meet a real need. It is not a book for the specialist in English literature, for, on principle, many authors who are important to the advanced student, are omitted: it is not a book for the casual reader of English literature who does not care much about the history of what he reads. It is essentially a book for the average student who is taking an Arts course or for the average educated reader, who wants an intelligible and coherent introduction to the masterpieces of his native literature. The first volume deals with prose and poetry (exclusive of drama) from the earliest times to the Jacobean age. The compilers have carefully avoided the usual

fault of anthologies of giving scrappy extracts from a bewildering number of authors. They have wisely selected some of the really characteristic masters in English literature and have given extracts which are sufficiently long to give a good idea of the scope of the work and its style. One cannot help regretting the necessity for turning the grand Old English of Beowulf into blank verse; but as the language of Beowulf is practically as much a foreign language to the modern Englishman as Japanese, it is a good thing that they should be enabled to gather in some measure the spirit of the poem; and, it must be said, the verse is well done. The same may be said of the admirable rendering of long extracts from Sir Gawayn, a romance most undeservedly neglected, for in many parts it is equal to Chaucer at his best. Altogether the selection which the compilers have made is a most attractive and useful one, and if the two volumes which are to follow are equally good, the Oxford Treasury of English Literature will gain for itself a good place in the large library of books dealing with our national literature.

W. W. S.

"SHAKESPEARE AND HIS DAY.": the Harness Prize Essay, 1901. By J. A. de Rothschild. London: Edward Arnold. 5s. net.

The scope of this valuable and original essay is indicated by its sub-title. It is "a study of the topical element in Shakespeare and in the Elizabethan drama," and in it an attempt is made "to recall from matrials of the drama something of England's aspect as Elizabeth and her successor knew it." The first section is devoted to proving that, as in the Athenian drama, so in the writings of Shakespeare and his contemporaries, the topical element is present, and present in large measure. The second section sets forth and explains the principal allusions which the author, in the course of close and careful reading, has found in Elizabethan plays to particular persons and events of the period. He shows that frequent and pointed references were made to Queen Elizabeth, King James, the great nobles and state officials, and other notable people, and that more than occasionally passing events were dealt with. Next, in the third section, the more subtle and difficult question of "the general allusions of the Elizabethan stage" is discussed, and passages bearing on and illustrating country life, London life, the professions, the home, the theatre, and religion are quoted. Finally, in the "Envoy," a general estimate of the historic evidence yielded by these topical allusions is attempted.

It will be admitted, in all probability, by those who read this scholarly study that it throws but little fresh light on "Shakespeare's

Day," that is on the political and social life of the Elizabethan age. The topical allusions have to be discovered by the lamp of history, and illumined by the ray of historical research. They themselves are but slightly luminous: they add little to what we know of court and country from other and more systematic authorities. It is as a literary, and particularly Shakespearean, study that this essay will be held to be valuable. It serves to correct the vague and inexact impression that Shakespeare is "universal" and "'for all time" because he was aloof from and above his age. Mr. de Rothschild shows in a convincing manner that he was saturated with the Elizabethan spirit, and that he remains the supreme interpreter of every age mainly because he had penetrated to the heart of humanity as represented by his own.

F. J. C. H.

THEOLOGY.

"Truth and Falsehood in Religion." By the Rev. W. R. Inge, M.A., D.D. Murray. 3s. 6d. net.

There is a refreshing novelty and unconventionality of treatment in the six Lectures to Cambridge Undergraduates which Dr. Inge has published under the title, "Truth and Falsehood in Religion." Dr. Inge has admittedly steered clear of what he describes as "semi-official apologetics," and has aimed rather at constructive lectures on the basis of the Christian faith. Dr. Inge keeps before him the central aim of presenting old truths in a new light and showing that "there is nothing to be ashamed of, morally or intellectually, in loyalty to the old Church and the old truth." Dr. Inge's lectures will perhaps not do much to convince those whose faith has been overthrown by an examination of the deeper issues of religious doubt—for such doubts need the more specialised treatment of the semi-official apologetics—but they will certainly help to dissipate the vague atmosphere of doubt in the minds of the average undergraduate and others who are engaged in the more ordinary reconciliation of modern life and traditional belief.

Dr. Inge writes from no partizan standpoint, and throughout he is sympathetic in his treatment of difficulties. He holds no brief for any particular school of Christian thought; indeed, it is often hard to discover what his personal position really is. While in no sense disparaging those who hold to the moderate critical position on many

of the "storm centres" of religion, there are indications that he favours a spiritualised, though not necessarily transcendental, view of the Christian fundamentals which places them beyond the range of historical criticism. His examination of the phenomenon of "conversion," and his proposals for a more suitable instruction of children in Christian truth, are interesting and suggestive, though some may feel that the subject eludes by its numerous exceptions any attempt at classification, at least in the present state of our knowledge of religious diagnosis and therapeutics. Dr. Inge's book will afford food for thought to readers of all schools. It is one of the most useful and readable productions dealing with the subject of religion in general and the Christian faith in particular.

W. W. S.

TRAVEL.

"THE DEAD HEART OF AUSTRALIA A Journey around Lake Eyre, with some account of Lake Eyre Basin and the Flowing Wells of Central Australia." By J. W. Gregory, F.R.S., D.Sc., Professor of Geology in the University of Glasgow. (With Maps and Illustrations.) John Murray, 1906. Price 16s. net.

Life presents to each of us some mysterious fascination. The yearning to discover secrets of the unknown leads one man to spend his life in the laboratory, and another to explore the Arctic seas or the pathless desert. Professor Gregory is one of those *savants* who revel in new discoveries and unbeaten tracks. Even now, as he prepares these records for publication, he admits "a longing to see the great bare desert again—to enjoy once more its soothing solitude, and the exhilaration of its buoyant sense of freedom." Such a man was eminently fitted to undertake the geological expedition to Lake Eyre, of which this book is a stirring narrative.

Australia is an "Enchanted Land" for the geologist and the anthropologist; and the desert district around Lake Eyre is perhaps the most unfrequented spot in a continent where once all was wonderment. Just as Palestine has ceased to be "a land flowing with milk and honey," so this once fertile district has ceased to be the living heart of Australia, it has become dessicated, "dead." To obtain light on the age at which this dessication began was the object of Professor

Gregory's expedition. The results point to the conclusion that this geographical change took place in the early Pleistocene period; the age which includes the present time. The lake was then thrice its present size. Crocodiles swarmed in its estuaries; giant kangaroos, wombats, and marsupial rats lived upon its banks. Perhaps, however, the most interesting discovery of the expedition was that of the remains of the dingo in association with the extinct marsupials. It has been held by many authorities that the dingo was introduced by man, but no trace of man or his implements has been found by this expedition in association with the dingo bones. Professor Gregory attacks the popular conception of the aborigines, which classes them with the negro and the lowest races of humanity, and supports the views of Pickering and Huxley in their anthropological observations. When, however, he attempts further to classify the Australian aborigine with the Caucasian, and refers to the idea of Truth as "one of the special virtues of the Teutonic race," we fail to follow him.

The chapter on the subterranean waters and flowing wells of Central Australia is full of interest for the scientific student; also the criticism of the suggestion to flood Lake Eyre to improve the rainfall and climatic conditions of Australia. Altogether this is a remarkable book, charmingly written, and a valuable contribution to scientific literature.

H. O. N.

TOPOGRAPHY.

"Highways and Byways in Dorset." By Sir Frederick Treves. Macmillan. 6s.

Sir Frederick Treves has been entrusted with the production of this volume presumably because he is a distinguished son of Dorset, and possesses a good literary style; but we should not imagine that his book will be popular in his native county. It is too superior and hyper-critical; and some of the criticisms are most unfortunate. By a diligent reference to Hutchins' great work on Dorset, and the excellent "Proceedings" of the Dorset Natural History and Antiquarian Field Club, the author has gathered together much useful matter in a handy form; but he has unfortunately gone further afield and borrowed from the cheap country guides and the dashing books of those who interpret the Wessex novels, which are proverbially full

of inaccuracies. To give one striking example. The people of Dorset are naturally proud of their three great Minsters—Sherborne, Wimborne, and Milton—in full glory, and in full parochial use; yet Sir Frederick, copying "the guide-books," and without verifying his quotation, cheerfully informs the world at large that Milton Abbey is "used only for the prayers of a small private family." To those readers, however, who do not know the county, Sir Frederick Treves' book will serve as an introduction; and Mr. Pennell's illustrations give some idea, although an inadequate one, of the charm of one of the most interesting and beautiful, and yet one of the least explored, counties in England.

Correspondence.

MODERN GREEK.

To the Editor of the "University Review."

SIR,—It is to be regretted that Mrs. Dragoumis did not leave it to Dr. Gennadius to controvert, if he thought fit, Mr. Pallis' paper on the relative purity of the language of the New Testament and that of scholastic modern Greek. Dr. Gennadius, as a scholar specially equipped to deal with such questions, would have been better able to discuss the matter, and would have shed much scientific light upon it. In the interests, moreover, of the "purist" side of the case, which Mrs. Dragoumis champions, she would have been better advised if she had taken such a course.

In making the following brief criticisms of Mrs. Dragoumis' paper, I will begin by referring to her comments upon the vocabulary of present-day Greek. Mr. Pallis, in his paper, mentioned twenty-three words in the form in which they are written but never spoken. In this list he included the words ἑδώλιον = "armchair," and ἀνάκλιντρον = "sofa." Mrs. Dragoumis in her reply, wishes to exclude these words from discussion altogether as being "purely ancient Greek." Then she proceeds:—"Notwithstanding the statement of Mr. Pallis that these twenty-three words have never been used in conversation, not even by the most cultured people, I can say that I certainly hear them spoken daily around me by my friends, acquaintances, children, and even servants, and I assert that contradiction on this point is out of the question." That is to say, the very words, ἑδώλιον and ἀνάκλιντρον which Mrs. Dragoumis herself has excluded from discussion as being *purely ancient Greek* are reported by her to be flying about out of the lips of children and even servants! After this, I am not surprised that Mrs. Dragoumis adds that such words as ἄνθραξ and πλάστιγξ are

in constant every-day use. I have myself passed through the highest educational school for women in Greece, short of the University, and in that school no efforts were spared by our professors to "purify" our language; but, they never went so far as to make us converse in *ἄνθραξ* and *πλάστιγξ*. The marvel of their becoming the everyday linguistic stock of children and even servants must have come to pass quite suddenly. I do not for a moment suggest that Mrs. Dragoumis would wittingly mis-state facts. The explanation, I take it, is that, not having been born and brought up in Greece, she has not entirely acquired that subtle linguistic perception which readily distinguishes between a scholastic and a natural use of a word—a difficulty for which a foreigner is only enabled to make up by special *scientific* study.

In another part of her paper, Mrs. Dragoumis in proof of similarity of language, translates ten texts from the New Testament into what she supposes is spoken modern Greek. If these translations were even approximately accurate, Mrs. Dragoumis would have been entitled to claim not only similarity but practically coincidence; but they are terribly wide of the mark. I cannot, of course, go into every incorrect detail; but as before, I will give one evident example. The text from Matt. v. 45, in modern Greek, is given in a form identical with that in the original, thus:—"*Οτι τὸν ἥλιον αὐτοῦ ἀνατέλλει ἐπὶ πονηροὺς* καὶ ἀγαθοὺς καὶ βρέχει ἐπὶ δικαίους καὶ ἀδίκους.*" In this text Mrs. Dragoumis construes the proposition *ἐπὶ* with the accusative. This, however, is so very archaic that purists, *even when writing*, avoid it, and construe *ἐπὶ* with only the genitive. To prove my statement without fear of contradiction, I can produce Mrs. Dragoumis herself as a witness. In her own version of Rev. vii. 1, she herself alters the original *ἐπὶ τὰς τέσσαρας γωνίας* into *ἐπὶ τῶν τεσσάρων γωνιῶν*. It is clear, therefore, that only as a matter of imagination can *ἐπὶ τοὺς* be considered to be spoken Greek. I presume, the accusative was left intact because—*pour las besoins de la cause*—it was desirable for at least one of the texts to appear identical with its pretended modern form.

Lastly, I will notice the last paragraph but one in Mrs. Dragoumis' paper, in which she denounces the linguistic

**πονηροὺς* in the N.T. means "bad," and it should have been translated *κακούς*. Because *πονηροὺς* in modern Greek, both scholastic and colloquial, means "cunning." A fox is *πονηρή*.

Reformers in Greece as "men who have never succeeded in passing their gymnasium examinations,† striplings fresh from college, half-educated men and women, who enthusiastically embrace the "free-spelling" of the Psichari School to hide their own deficient orthography, &c." After making every allowance for per-orative oratory I must say this paragraph is inexcusably inaccurate, and demonstrates that Mrs. Dragoumis is ignorant of the subject on which she comes forward as an authority. If she were at all *au courant* she could not have said that the Psichari School is a free-spelling school, because it is not. I have now by me a book from that School which I have received to-day. I quote from it—Ὁ πόλεμος ἄρχισε, κούφιος σεὴν ἀρχὴ, φανερὸς ἔπειτα. Ἕνας ἀπὸ τοὺς δυὸ ἔπρεπε νὰ λείψη,—and so forth. There are no traces of free-spelling here. As a matter of fact Mr. Psichari himself is exceedingly strict, both in point of grammar and orthography.

I have thought it necessary to write these remarks because I feel that it would be unfair to the readers of the *University Review* if the degree of authority which attaches to the paper I have been discussing were not clearly understood.—I am, &c.,

ALEXANDRA PAPAMOSES.

Abergele.

MODERN GREEK.

To the Editor of the "University Review."

SIR,—

With your permission I would submit two or three brief observations in reply to the criticism which Kyria Dragoumis has devoted to my article on Modern Greek.

Ka. Dragoumis contradicts me in respect of ἐδώλιον, ἀνάκλιντρον etc., which I stated exist only as written words. She asserts that she hears them daily in the conversation of children and servants, but forgets that a few lines before she had told us herself that they are "purely ancient Greek." Such a flagrant contradiction destroys any claim to exactitude in the lexical

† In Greece practically everybody passes not only his Gymnasium but also his University examinations as a matter of course.

part of Ka. Dragoumis' paper. Nor does its grammatical part appear sounder, when she illustrates the language of an educated person by paraphrasing Rev. vii. 1 into *ἵνα μὴ πνέῃ ἄνεμος ἐπὶ τῆς γῆς οὔτε ἐπὶ τῆς θαλάσσης οὔτε ἐπ' οὐδενὸς δένδρου*, thus making the unfortunate person in question say *ἵνα-οὔτε*.

Ka. Dragoumis gives us ten such paraphrases from the New Testament, and compares them with their respective original texts. The parallelism would show, as it is contrived to show, a wonderful similarity between the language of the New Testament and that of an educated person of to-day; indeed, it would show us linguistically to have remained almost stationary for close upon two thousand years. But why stop at the New Testament? By adopting the paraphrastic principle which Ka. Dragoumis has followed it is pretty easy to bring Homeric diction into line. That principle, applied to the first two verses of the Iliad, would give the following:—

Μῆνιν ἄειδε, θεὰ,	*Τὴν ἀπολομένην μῆνιν ᾄδε,*
Πηληιάδὰ Ἀχιλῆος	*θεὰ, τοῦ Πηλειάδου Ἀχιλλέως,*
ὀλομένην, ἣ μυρία	*ἣ ἔθηκε μυρία ἄλγη εἰς*
Ἀχαιοῖσ' ἄλγε ἔθηκε.	*τοὺς Ἀχαιούς.*

Were Homer to revisit us, he would imagine himself almost among old acquaintances.

I would suggest to Ka. Dragoumis that she should submit her article to the scrutiny of a friendly expert, and she will then realize that its lexical and grammatical materials need thorough revision.

There is, however, one point at least of a serious character in that paper. It is the pronouncement that vernacular Greek represents a barbaric mixture of Greek, Turkish, and Albanian —a view which unfortunately is held by the great majority of my countrymen, and which has already caused incalculable damage. Now, let us see what scientific specialists think. I was reading to-day a lecture by Professor Moulton on "The Greek language in the service of Christianity." It will be found among the "Inaugural Lectures delivered by members of the Faculty of Theology of the University of Manchester during its first session 1904–5." (Manchester: The University Press.) Professor Moulton says, p. 166: "This despised language is the heir of an uninterrupted development reaching from Homer three thousand years ago down through the classical, the Hellenistic, the Byzantine, and the

Mediæval periods to our own day." And again, p. 167: "We have learnt enough to realize that everything which we can find in the spoken Greek of to-day goes back directly to the spoken Greek of two thousand years ago." From this point of view, Greek vernacular may be regarded as a precious treasure of almost world-wide significance. But alas! a cruel fate has entrusted its preservation to men who think it a disgrace and rejoice over its ruin.

I am, etc.,

Liverpool. ALEX. PALLIS.

SHERRATT AND HUGHES

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